

IMPLEMENTING CRITICAL READING TASKS TO IMPROVE READING COMPREHENSION OF THE 11th GRADE STUDENTS OF SMA N 3 BANTUL

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education



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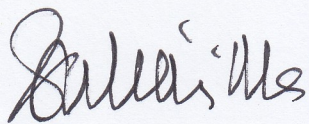
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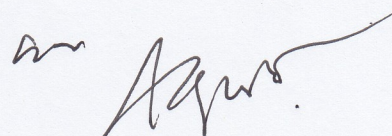
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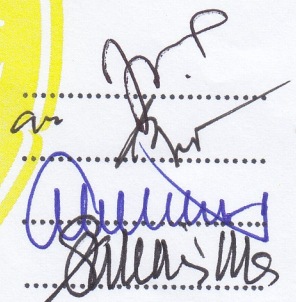
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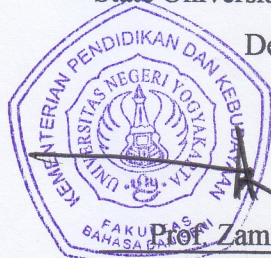


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MOTTOS

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ ...

*And your Lord says, "Call upon Me;
I will respond to you." ... (QS.40:60)*

*Verily, with every difficulty there is relief. Therefore, when you are free (from
immediate task), still labour hard. (QS. 94:6-7)*

*There's no great man, without having great character.
(Rafidah Othman)*



DEDICATIONS

To my mom and my dad, thank you for everything,

I love you both...

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All praise be to Allah, the Almighty, Who has given me His blessings, so I finally could finish my thesis. I would like to thank all of those who have helped and supported me in finishing my thesis.

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Finally, I thank those who supported me in finishing this study that I cannot mention one by one. I hope our work will give contribution to the practices of English teaching and learning, especially in SMA N 3 Bantul.

Yogyakarta, Januari 28th, 2013

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Abstract

The objective of this action research is to improve the students' reading comprehension by implementing critical reading tasks. This study was conducted in Class XI IPA 1 of SMA Negeri 3 Bantul which started on 26th February 2011 and ended on 2nd April 2011.

The research members of this study were I myself, the second grade English teacher and the students of Class XI IPA 1. The study was conducted into two cycles each of which consisted of three meetings and comprised four steps: reconnaissance, planning, action and observation, and reflection. During the study, the researcher collected the data through observation, interview and questionnaire. The data were analyzed qualitatively to describe the results and then triangulated through the interview transcripts and questionnaire in order to determine the validation.

In reference to the data analysis, the students' reading comprehension improved through implementing critical reading tasks, despite the fact that there were some actions which considered successful and failed. Making prediction and brainstorming, marking, annotating, summarizing and retelling were confirmed in supporting the students' reading understanding. While reading without dictionary needed much effort for the students. However, some changes occurred as a result of the implementation of the actions in term of the research members' ways of thinking and behavior.

CHAPTER I INTRODUCTION

A. Background of the research

Reading is a literacy skill that is important to be acquired in order to exist in this modern era. It is an activity of translating letters into words and sentences which have meaning to individuals (Chall and Stahl: 2008). According to Harvey J (2008), having lack of reading skill will cause poverty, low life expectancy, political oppression, and underdevelopment. Therefore, not only important for daily life survival, reading ability is also demanded in business and industry, higher education, and politics.

In language learning and teaching, especially English, reading skills are essential to be taught. According to Chall and Stahl (2008), students need reading skills to learn facts and concepts in social studies, science, and other subjects. In other words, reading proficiency is necessary for success in all academic subjects (Strang: 1967).

In Indonesia, since the English national curriculum has adopted Genre-based Approach, without neglecting the other language skills, reading seems to have more emphasis in the English teaching and learning process. By this approach, students meet various texts which need reading skills to comprehend. However, it is rare for students to be taught reading skills. Mostly they are taught about the text (reading materials), not how to read the materials effectively. This

makes students get low achievement on English reading and it leads to problems that commonly arise in many schools.

Based on the observation in SMA Negeri 3 Bantul, one of the factors of the students' low achievement is the low motivation of the students in learning English, especially reading. The students were lack of motivation in reading English text. Lack of vocabulary mastery also comprised the students' low motivation. Furthermore, they were lack of reading skills. Although some of them were quite good at English, they needed more time to comprehend the text because they did not know how to read it effectively. These lead them to be a poor reader. Therefore, there must be some actions to overcome this problem.

There are many ways to help students understand a passage. Critical reading is one of the strategies to help them understand a text. Critical reading is the way of getting information and ideas within a text (Kurland, 2000). In other words, it is a kind of reading strategies for comprehending a text.

Critical reading is good to be implemented because it does not only develop the cognitive aspect (understanding the text) but also the affective aspect (reading behavior). As what Hunter (2000) states, teachers should teach how to think not what to think. Therefore, a teacher does not only ask students to read and understand a text, but he should also expose strategies how to read effectively.

Although there are some studies on reading, a particular study regarding reading strategies in SMA Negeri 3 Bantul has not been conducted. For this reason, a study was conducted in SMA Negeri 3 Bantul to improve the students' reading comprehension by implementing reading strategies. This research deals

with the implementation of critical reading tasks to improve the students' reading comprehension.

B. Identification of the Problem

There are many problems in SMA N 3 Bantul that make the students' reading achievements remain low. Regarding to the reading frame, the first problem is low vocabulary mastery. In SMA N 3 Bantul where the study was conducted, although the teacher had given the students vocabulary needed before going to read the text, they still asked the teacher the meaning of the words. In addition, the students still used translation method to comprehend English text. They always translated the text word by word into Bahasa Indonesia. This shows that they had insufficient strategies how to infer word meanings in the context.

The second problem is that the students' motivation to read was low. There are some reasons that influence this problem. First, the theme of the passage did not meet the students' interest. The text used usually was from the text book or LKS (student workbook) which was slightly not up to date. Second, most of the students were only interested in narrative. It happened because they considered it entertaining and also because they were more familiar with narrative text as they had learnt it since junior high school. And the third was related to the insufficient vocabulary mastery. Many students gave up reading because they did not know the meaning of the words.

The third problem is from the reading task itself. Students were usually only given a text and questions based on its content. It was rare for the students to

have a question that promotes their curiosity or to make them think more about the issue of the text. Besides, the task seemed to be monotonous which caused the students' boredom.

The other problem is the students are rarely taught reading strategies. It seemed that the teacher took less on teaching how to read effectively. Sometimes the students were told about scanning and skimming, but in practice, they did it only in order to answer the questions. Mostly, the students used translation method in reading English text. They translated the text in Bahasa Indonesia and then comprehended the text through it. It was time consuming and ineffective in understanding a text which made the task completion poor.

Furthermore, having lack of reading strategy seemed to be a serious problem in this school. By using reading strategies, the students will be able to understand English texts better although they have limited vocabulary. Reading strategies also enable the students to have various tasks which can be used to avoid their boredom and to raise their motivation. In addition, some strategies allow them to be more engaged to the text and also initiate them to think critically. Therefore, efforts which apply reading strategies are needed to improve the students' reading comprehension.

C. Limitation of the Problem

Based on the problems outlined above, the research is going to focus on improving the students' reading comprehension by empowering their critical

reading strategies. The actions were implemented to the 11th grade students of SMA Negeri 3 Bantul where the problems occurred.

D. Research Formulation

The research will answer the question: how is critical reading instruction implemented to improve the students' reading comprehension?

E. Research Objective

As formulated in the research question above, the research aims to improve the students' reading comprehension of SMA Negeri 3 Bantul. In order to gain the objective, some selected critical reading strategies were implemented in the classroom instructions. There are some critical reading skills that should be achieved by the students through the strategies. By using critical reading tasks, the students hopefully would have better reading comprehension.

F. Significance of the Research

This research gives contributions for the students and teachers. For the students, this study provides them chances to be good readers, and to find their own reading strategy, to help them understand texts and to promote their critical thinking. Apart from that, it can give contributions to increase their English achievement.

For the teachers, this study encourages them for being aware of their students' strategies of reading. It can also engage the teachers to develop the students' reading strategies and to motivate the students to think critically.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching English as a Foreign Language (TEFL)

Teaching and learning are two processes that are hard to be separated (Webster, 2000). According to Brown (2007:7), teaching is guiding and supporting learning, attending learner to learn, and establishing the situation for learning. In other words, teachers are responsible for the class and the class activity, and also lead the activity (Harmer, 2007). While learning is defined as follows (Brown, 2007:7):

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

According to Brown, learning is not only the process of getting knowledge, but also an active process of acquiring skills and changing the behavior. Therefore, learning language is not about giving knowledge of words and grammar. According to Feez (1998), learning language refers to a social activity which results in the students learn language, students learn through language, and language students learn about language.

Teaching English as a Foreign Language (TEFL), according to Harmer (2007:19), refers to English teaching in a classroom which aims to help students

use English with other English speakers in many purposes. As a foreign language, English is not used in real communication within a country, especially in political, business or educational settings. It does not have any direct social and communicative functions in the country where the language is learned (Oxford, 1990). Due to that fact, in an English as Foreign Language (EFL) classroom, a real target language context should be made since the opportunity to use the target language is limited. In order to achieve it, a language teacher should initiate the language skills, namely listening, speaking, reading and writing.

2. Teaching Reading

a. Reading Comprehension

1) Definition

Reading is one of the four major skills in learning a language. It is one of receptive skills, skill of interpreting meaning from the discourse, which should be taught (Harmer, 2007). Goodman (1990) gives another definition about reading as follows:

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by writer and ends with meaning which the reader constructs. There is thus essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

Reading is not a single work. In reading process, brain works actively to understand or to comprehend the text read. In this case, reading is an active skill. In accordance to this, Goodman (1990) proposes a process of what actually happens in reading process which contains some efforts:

- a) Recognition-initiation: brain recognizes a graphic display as written language and initiate reading
- b) Prediction: brain makes prediction

- c) Confirmation: brain verifies the prediction
- d) Correction: brain finds the inconsistencies or its predictions are disconfirmed
- e) Termination: brain terminates the reading

As an active skill, brains use various means to extract the meaning. Apparently, Mikulecky and Jeffries (1996) define reading as a very complex task consists of many different skills. Reading is process of thinking. Moreover, it is not just a process of understanding the words or the grammar or even translating. In reading English, they cite that in order to read English well, a reader have to think in English.

There is another definition of reading. Alyousef (2006) proposes the definition as follows:

Reading is an 'interactive' process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

In relation to reading as an active and interactive process, Carrel (1993) defines reading as the following:

Reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader construct. Reading is not a passive, but rather an active, and in fact an interactive which allow the reader to move from one level to another.

Therefore, it can be inferred that reading comprehension is a skillful interactive process of extracting meaning by the reader and text. It is an active process which needs many efforts to accomplish the goal of the reading.

2) Reading Comprehension Approaches and Techniques

Reading comprehension is a process of understanding a written text. There are some elements to achieve comprehension, namely reading approaches, techniques, and reading strategies.

Richards and Rodgers in Brown (2001:14) mention that approach refers to assumptions, beliefs, and theories about the nature of language and language learning. “Approach” is the first of three hierarchical elements under the term of “method”: approach, method, and technique. According to Brown (2001:16), approach is theoretical views and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting. While technique is said as any variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. He defines method as a generalized set of classroom specification to achieve linguistic purposes.

Aebersold and Field (1997) propose two approaches to teach reading. They are:

a) An extensive approach

This view belief that students’ reading ability will improve if they read for general comprehension in large quantity of text of their own choosing. Extensive approach is mostly done without peer support and teacher aid.

b) An intensive approach

On the other hand, this approach considers that the reading ability will improve when reader reads the text carefully and thoroughly for

maximum comprehension, not for its quantity. In other words, this approach requires the students to read for detail. Therefore, the exercises will cover many reading skills, such as (Aebersold and Field, 1997): looking for main ideas and detailed information, understanding implicit and explicit information, making inferences, determining the order of information, identifying connecting words, etc.

Aebersold and Field (1997) also propose three reading models in reading comprehension, they are:

a) Top-down

The reader uses his/her knowledge, assumptions, expectations and questions to get the general understanding then check it back on the text (Aebersold & Field, 1997; Brown, 2001). According to Carrel (1993), top-down processing is a 'psycholinguistic guessing game' which the reader uses cues to predict the meaning and relates the prediction to his/her language knowledge and experiences (schemata). And the cues are from the text's graphic display, some textual hints and using the graphophonic, syntactic, and semantic systems of the language.

b) Bottom-up

While top-down processing evokes schemata to make a prediction, the bottom-up is in the contrary. The reader builds up the meaning for a text from the smallest textual units at the 'bottom' to larger and larger

units at the 'top' (letters to words to phrases to sentences, etc) (Carrel, 1993; Aebersold & Field, 1997).

c) Interactive

Interactive approach is the use of both top-down and bottom-up approaches either alternately or at the same time (Harmer, 2001). .

In addition to reading approach, reader has to develop some essential reading skills in order to comprehend the text. Aebersold and Field (1997) cite Anderson et al. (1991), Barnett (1989), and Clarke (1979) in listing reading skills which also called reading strategy done by successful readers. The skills are listed as follows.

- a) Recognizing words quickly.
- b) Use text features (subheading, transitions, etc).
- c) Use title(s) to infer what information might follow.
- d) Use word knowledge.
- e) Analyze unfamiliar words.
- f) Identify the grammatical functions of words.
- g) Read for meaning, concentrate on constructing meaning.
- h) Guess about the meaning of the text.
- i) Evaluate guesses and try new guesses if necessary.
- j) Monitor comprehension.
- k) Keep the purpose for reading the text in mind.
- l) Adjust strategies to the purpose for reading.
- m) Identify or infer main ideas.
- n) Understand the relationship between the parts of a text.
- o) Distinguishing main ideas from minor ideas.
- p) Tolerating ambiguity in a text (at least temporarily).
- q) Paraphrasing.
- r) Using context to build meaning and aid comprehension and
- s) Continuing reading even when unsuccessful, at least for a while.

Furthermore, according to Mikulecky and Jeffries (1996), a reader should develop some other reading skills. The skills are listed as follows:

a) Scanning

Scanning is high-speed reading in order to get specific information.

b) Previewing and predicting

Previewing and predicting are pre-reading activities which the reader examines some components (cover, picture, title or subtitle, etc) in order to predict the idea of the text. Previewing enables the reader to establish the expectation about the information on the text which aids the reader to make a prediction (Aebersold and Field, 1997).

c) Guessing meaning

Guessing meaning is the act of predicting unknown word in order not to interrupt the reading and to keep focus on the general sense of the text.

d) Identifying topics of the text (theme)

It is a basic skill in reading that a reader should be able to generalize the information on the text into a specific theme or topic.

e) Identifying topics of paragraphs

Topic of the paragraphs is the general idea within a paragraph. In a paragraph, there is a group of sentences that talk about the same thing and have a same topic; therefore a reader should be able to identify its topic.

f) Identifying main ideas

Main idea of the paragraph is the author's idea about the topic.

g) Recognizing pattern of organization

It is a skill to recognize how the author develops the ideas in the text (as a list of examples, series of events, comparison/contrast or cause-effect).

This skill can help the reader to memorize and comprehend the information easily.

h) Skimming

Skimming is a high-speed reading in order to get general understanding of a passage.

i) Making inferences

This skill requires the reader to draw a conclusion or opinion about what have been written by the author.

j) Summarizing

Summarizing is the act of retelling the important ideas of a passage in the shorter form.

Correspondingly to the reading skills above, Brown (2001) proposes 14 micro skills needed by EFL students in comprehending a text efficiently. They are:

- a) Discriminate the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (noun, verbs, etc), systems (e.g. tense, agreement, and pluralisation), patterns, rules, and elliptical forms.

- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signalling the relationship between among clauses.
- h) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i) Recognize the communicative functions of written texts, according to form and purpose.
- j) Infer context that is not explicit by using background knowledge.
- k) Infer links and connections between events, idea, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l) Distinguish between literal and implied meanings.
- m) Detect culturally specific references and interpret them in context of the appropriate culture schemata.
- n) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Furthermore, according to the standard competency of KTSP curriculum for senior high school (2006), students have to acquire some reading skills. The students should be able to:

- a) identify word meaning on the text,

- b) identify the meaning of sentences on the text,
- c) identify the setting in narrative text,
- d) identify the problem in narrative text,
- e) identify the event on the text,
- f) identify the affair discussed on the text,
- g) identify the argument ,
- h) identify the suggestion,
- i) identify the rhetorical sequence, and
- j) identify the communicative purpose of the text.

However, having reading skills is not enough in order to read effectively.

A reader needs to use some techniques or strategies to read better. Winear and Bazerman (1988) state four basic study skills to locate and record important information in the reading materials. They are underlining, taking notes, outlining, and summarizing.

More importantly, there are two main techniques that are usually used in reading, namely skimming and scanning (Brown, 2000). Skimming is reading in speed to get an overview and main idea of the content, while scanning is looking quickly through a text to get specific information (Aebersold & Field, 1997).

Alternatively for the more focused reading, Robinson in Landsberger (1996) proposes SQ3R technique to build framework of comprehension. SQ3R stands for Survey, Question, Read, Recite, and Review. In this technique, before reading, a reader has to survey the text for the title, subtitle, pictures, charts, heading, etc. and makes some questions about the content at the same time. When

a reader begins to read, he/she has to look for the answer of his/her questions and makes annotations. And then, after reading, recite and review are the last steps of this reading technique (Landsberger, 1996; Brown, 2001).

3) Reading Classroom Performance

In common English class, reading is usually integrated with another skill. It is usually used as an input for other skills. It corresponds to the nature of the receptive skill that provides a language model and stimulus to produce a language (Harmer, 2007). If a teacher teaches speaking or writing skill, he/she needs to show the students the speaking or writing model they encouraged to do. Hammer (1998) lists four reasons of using reading texts in class. There are for language acquisition, as models for future writing, as opportunities for language study and, for practice in the skill of reading.

In addition, not only as a model of writing skill, reading can also provide the opportunity to study another language minor skills such as vocabulary and grammar. In line with this, Hammer says (1998:68):

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

For those reasons, reading is always carried out in English class. English teacher usually perform reading in two kind activities (Brown, 2001), as illustrated below:

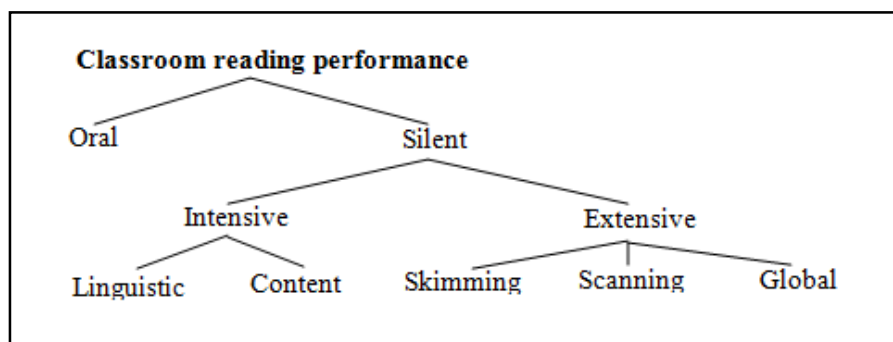


Figure 1: Types of Classroom Performance (Brown: 2000)

a) Oral and silent reading

Oral reading or reading aloud is a kind of activities that usually used to check the student pronunciation. While, silent reading is an activity which the students read soundlessly.

b) Intensive and extensive reading

Intensive reading is a directed reading activity to get general understanding (by skimming), specific information (by scanning), inferences and attitude (Harmer, 2007). While extensive reading is self-selected reading activity which the students read a lot of material by their own (Richards & Renandya, 2002). Both intensive and extensive readings are usually done silently.

However, a good teacher teaches not only what to read, but also how to read. In this case, reading as an active and interactive process should be considered. In other words, teacher should teach reading strategies to help the students comprehend the text. Accordance to this, Harmer (1998) argues that one of the teacher's jobs when training students to read is not only to encourage them of the advantages of reading strategy, but also make them see that the way they

read is important. Moreover, teaching reading skills in English classes is essential since many reading skills are applicable to other subject study and enable the students to use their textbook more efficiently (Cantoni-Harvey, 1987).

Therefore, in teaching reading, besides teaching the reading materials and telling how it is significant, a teacher should also teach the students how to read in order to be a good-effective reader.

Furthermore, to meet the teaching reading goals, Harmer (1998) proposes some principles in teaching reading as follows:

- a) Reading is not a passive skill.
- b) Students need to be engaged with what they are reading.
- c) Students should be encouraged to respond to the content of a reading text, not just to the language.
- d) Prediction is a major factor in reading.
- e) Match the task to the topic.
- f) Good teachers exploit the text to the full.

In short, a teacher has to recognize that reading is an active skill. It should meet the students' interest, promote the students to propose their opinion about the contents, invite the students to make predictions; and there should be a harmony between the task and the topic of the text and made the best use of the text for a more meaningful learning.

On the other hand, there are some factors that influence students' reading performance (Aebersold & Field, 1997): (1) students' cognitive development and style orientation, (2) first language reading performance and competence, (3)

meta-cognitive knowledge, (4) students' proficiency in the first language and in the target language, (5) degree of difference between the first language and the target language, and (6) cultural orientation of reading.

As a result, before conducting a reading task, a teacher should consider some aspects. Not only the teaching reading principles and how to conduct the reading activity, but a teacher should also pay attention to the reading performance' barriers.

b. Critical Reading

1) Definition

Having heard about critical reading, people may think about critiquing text or others. Yet, critical reading is a 'critical' attitude of reading. It refers to a careful, active, reflective, analytic reading (Kurland, 2000). Critical reading is a reading technique to comprehend the main idea despite new vocabulary, unfamiliar tone and often complex subject matter (Valeé, 2006). In other words, it is a reading strategy in comprehending a context as a whole within a text. Once we fully understand a text, then we can put ourselves in which side of our view towards the text. Zhang (2008) offers another definition about critical reading:

I took critical reading to mean that reading is a social process, where the social context, social role of the author, the text and the reader, identities of L2 readers, the different schemata that readers and writers bring into the reading event and the way the text is responded, interpreted and analyzed, all have important roles to play in helping the readers understand the text.

Based on that definition, critical reading can also be seen as a social process in which the reader interacts with the text by responding, interpreting and

analyzing. From that definition, it can be inferred that there are some points of critical reading that influence the reader understanding, such as the discourse (social context), the quality of the target language or L2 (identities of L2 readers), the reader and the author knowledge (schemata), the reading strategy and its outcomes (the way the text is responded, interpreted and analyzed).

According to Blair (2010) and Nauman (2005), critical reading is a term used to describe the kind of deeply engaged reading. This kind of engagement can be achieved by interacting with the text such as marking up the text, making annotations on the margin or questioning it. There are some reasons why people doing this interaction (Blair, 2010):

- a) to find the actual meaning or information of the text,
- b) to discover the meaning implied by the language of the text and how the actual meaning exist in the larger context,
- c) to consider how the text can have a deeper meaning and how it fits into various real context.

Critical reading is different from critical thinking. Critical reading is a technique for discovering information and ideas within a text while critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe (Kurland, 2000). Critical thinking is one step more difficult than critical reading. It comes after the critical reading and deals with affective aspect. However they stand along together because without getting critical reading, there will not be critical thinking.

Importantly, critical reading is important to be integrated to help students in understanding the text and to develop some reading minor skills, especially for EFL students who need to develop decoding and vocabulary skills in order to read better (Zhang, 2008). It is also because critical reading develops the affective aspect which many class lack of it.

2) Critical Reading Techniques

Valeé (2006) proposes 4 main steps of critical reading which need at least three times reading. The steps are as follow:

- a) previewing: by skimming and predicting,
- b) annotating and analyzing: by making note and analyzing the main idea and supporting idea,
- c) reviewing: re-reading by accounting the note and unfamiliar words,
- d) responding: by summarizing or discussing with others.

Based on the steps above, there are some reading strategies that build critical reading. Using marking system and reading without distraction are needed to come reading critically (Valeé, 2006). Moreover, in order to read critically, a reader can also answer some questions whilst reading, such as (Rice, 2000):

- a) The author/writer purpose

In this part, the reader should try to find out or guess about the target reader of the text, the writer's point of view, whether any current issue or particular philosophy influence the writer, and others.

b) Content

There are some points to check the reader comprehension about the content of the text. In this case, a reader should find out and highlight:

- (1) the main theme (thesis or argument),
- (2) main points used to support the theme,
- (3) the evidence/ explanation used to support the main points,
- (4) the accuracy and credibility of evidence,
- (5) aspect of topic that the writer concentrates on,
- (6) the biases,
- (7) the relation of the contents to the topic, and
- (8) the text style (persuasive, narrative, etc).

In spite of answering some questions whilst reading, a reader could also use several combinations of reading strategy. The combinations are:

a) Previewing

In this strategy, the reader should skim the text to answer the following questions.

- (1) What is the purpose for reading?
- (2) What can the title tell about the text?
- (3) Who is the writer?
- (4) How is the text structured?

b) Annotating

This strategy needs a slow and careful reading because the reader has to:

- (1) mark the thesis and main points of the text,

- (2) mark the key terms and unfamiliar words,
- (3) underline the important ideas and memorable images,
- (4) write questions/comments in the margin of the text,
- (5) write any personal experience related to the text,
- (6) mark the confusing parts of the text, and
- (7) underline the source and check for relevancy, credibility and accuracy.

c) Summarizing

When the reader should summarize the treat, she/he should be able to find:

- (1) the main idea, and
- (2) the text style the writer used to develop the idea and how its parts relate each other.

To analyze the text style, the reader has to consider the writer evidence, the writer assumption, the writer bias, and the source used.

d) Re-reading

A reader should at least re- read the text for 3 times.

- (1) The first is for general idea.
- (2) The second is for comprehension and annotating.
- (3) The third is for making sure the reader understand the text.

e) Discussing it with others.

f) Giving respond to the text in which it can lead to the critical thinking.

Based on a case study held by Correia, she develops some questions to be answered while a reader reading in order to encourage critical reading (Correia, 2006):

- a) General question for the text analysis
 - (1) Where and when was the text written?
 - (2) Why was it written?
 - (3) What is the text about?
 - (4) Who is the text addressed to? Who are its probable readers?
 - (5) What genre is the text?
 - (6) Does the author establish an interactive, friendly relationship with the readers or is he/she distant, formal, and impersonal?
 - (7) Are there elements of promotional discourse, such as positive evaluative words?
- b) Lexical choice
 - (1) What kind of vocabulary predominates in the text? (Are there formal, technical words or and colloquial expressions?)
 - (2) Does the vocabulary appeal to emotions, or is it logical and argumentative?
 - (3) Are there words that are ideologically significant?
 - (4) What metaphors are used? What purposes do they serve in the text?
- c) Grammar
 - (1) What verb tenses are used and why?
 - (2) Which subjects are described using the passive or active voice and why?
 - (3) Are the agents of the actions explicit or implicit?
- d) Visual element
 - (1) What visual resources are used besides the text (colors, symbols, figures)?
 - (2) In what ways do the illustrations relate to the text?
 - (3) What socio-cultural aspects can be identified in the visual signs?
- e) Gender issue
 - (1) Does the text contain signs of asymmetry in male-female relationships?
 - (2) Are there traces of sexism?
 - (3) Are there signs of stereotyped attitudes?

3) Critical Reading Tasks

According to *Cambridge Advance Learner's Dictionary*, a task is a piece of work to be done. This definition is very general and regarding to the pedagogy, Nunan offers another definition (2004:4):

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

From Nunan's definition, it can be inferred that task is a series of activities done in class but not all activities are task. Task is activity which has clear purpose which can be completed in three steps of activities: beginning, middle and an end. Fees (1998:124) defines task as follow:

A task is a goal-oriented activity which reflects a social purpose and is designed to provide opportunities for communication. Tasks should establish criteria whereby the performance is judged. This is one means of integrating assessment by teachers and learners into the course.

Hence when students get a reading task, they are not just simply read a text. There is task to be done in reading a text and there should be an assessment of it.

There are some phases in reading task. According to Correia (2006) proposes three phases in conducting reading task. The phases consist of:

- a) Pre-reading discussion in order to introduce the topic and prepare the students to the text.
- b) While-reading task by giving instruction to give the students purpose for reading and to guide them as they read.

- c) Post-reading exercise by providing a set of comprehension questions, discussion or summary assignment.

In addition, Hammer (1998) suggests three main steps in designing reading activity. They are pre-reading, whilst-reading and post-reading. According to Harmer (1998), pre-reading activity is activities before reading. This activity is important to establish the purpose of reading and to evoke students' prerequisite knowledge or content schema as well as to increase students' interest (Aebersold and Field, 1997). Whilst-reading is the main step then the students read for comprehension. And after that, the students do the post-reading activity to monitor their comprehension.

Moreover, Olszowy (2009) mentions some ideas to assist students become successful critical reader. She illustrates the ideas of the reading process as the figure below:

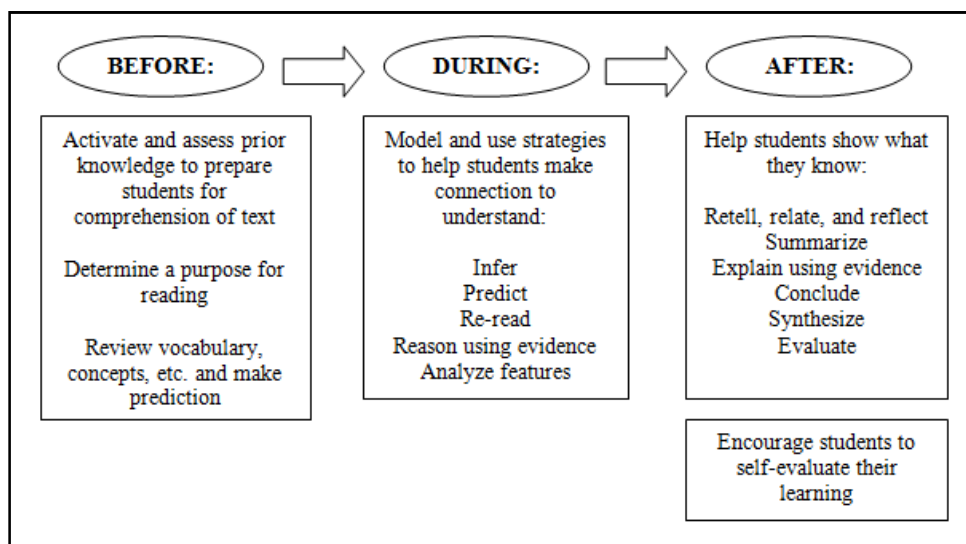


Figure 2: Reading Process (Olszowy, 2009)

Therefore, in designing critical reading task, the critical reading approach should be integrated in general reading task. Critical reading strategies should be implemented into three main steps. Previewing can be implemented in pre-reading phase. While annotating, analyzing and reviewing should be integrated with while-reading instruction. And the responding step is similar with the post-reading exercise. Hence, there is a balance between critical reading steps and the phases of reading task.

Based on three reading phases, Correia (2006) offers a model in encouraging critical reading in EFL class. First is conducting warm-up activity by introducing the theme and topic and making prediction of what the text will about to activate students' prior knowledge. Second is initiating a reciprocal questioning as the pre-reading activity. In this technique, students are asked to predict some questions that can be answered in the text. This technique also serves the purpose for reading. The third, as the while-reading activity, students read the text by paying attention on the detail information to answer their questions. The last, discussion is held in order to analyze the text, including the reason why their questions can be answered and otherwise.

Since critical reading is an engaged reading, the activities should encourage the reader to able to connect with the text. In teaching critical reading for high school, Nauman (2005) designs a set of strategies which promote engagement with the text and each set contains activities that build the ability to read critically and write effectively. They are:

a) Interacting with a text

The activities are underlining key phrases, writing questions or comments in the margins, noting word patterns and repetitions, circling unknown words, and keeping track of the story or idea as it unfolds.

b) Making connections to stories

The activities include making a story chart, connecting stories to events in one's own life, and speculating on the meaning or significance of story incidents.

c) Shifting perspectives to examine a text from many viewpoints

The activities include examining point of view, changing the point of view, exploring various versions of an event, forming interpretations, comparing texts, and asking "what if" questions.

d) Studying language and craft in a selection

The possible activities are understanding the figurative language, examining how the writer uses words, and studying a variety of types of literature.

e) Studying the author, focusing on his or her life and work

The activities for this strategy are reading what the author says about his or her work, reading what others say about the work, making inferences about connections between the author's life and work, analyzing the author's style, paying attention to repeating themes and topics in several works by one author, identify the author's purpose and point of view as well as distinguish fact from opinion

Moreover, Ali (2004) proposes a set of process that is used to engage students in critical thinking, critical reading, and critical writing. The process is illustrated as follows:

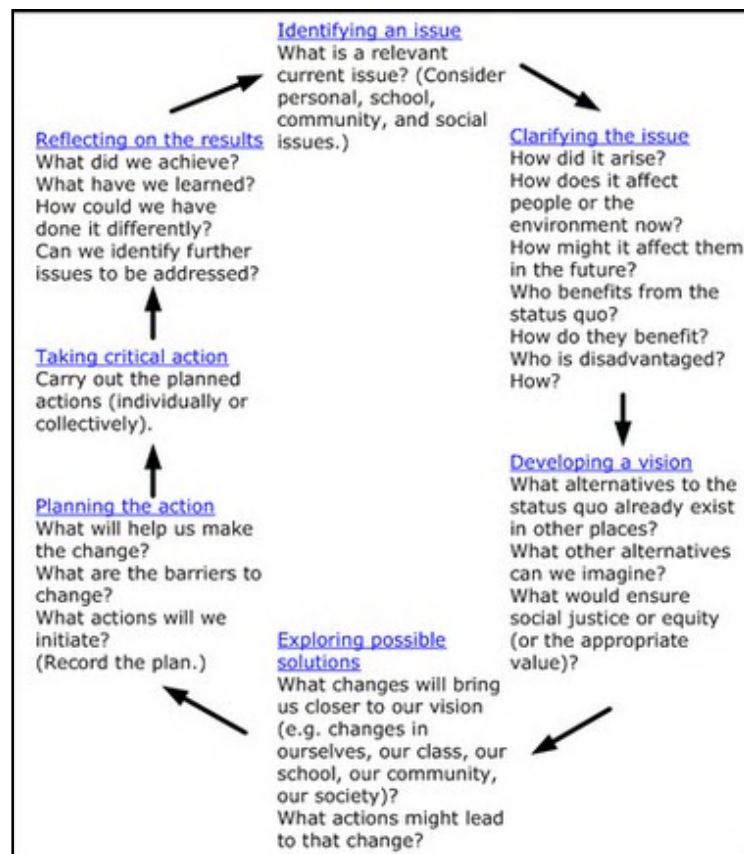


Figure 3: Engagement Process of Critical Thinking, Critical Reading, and Critical Writing (Ali, 2004)

On the other hand, Pierce (2006) summarizes some common critical strategies which are used in teaching critical reading. They are:

- Previewing the reading assignment
- Having the students write a response to the text (making notes) in the margin
- Designing a focused, informal writing task based on the reading
- Monitoring compliance or instruction.

In reading critically, a critical reader has to complete the following tasks (Kurland, 2000):

- a) Addresses a specific topic.
- b) Defines terms.
- c) Presents evidences.
- d) Uses common knowledge.
- e) Able to explain exceptions.
- f) Shows causes and effects.
- g) Able to draw conclusion.

Margie (2009) also proposes some question types that require critical reading skills to improve students' reading comprehension skills. They are:

- a) Making an inference
- b) Determining the author's purpose
- c) Using context clues to define a word
- d) Determining the tone of the text
- e) Making predictions about what will happen next

Moreover, creating an appropriate classroom atmosphere in order to encourage students to question, make prediction and organize their thoughts to build new ideas are necessary for promoting critical reading (Collins, 1993). Therefore, teachers should facilitate students the environment to promote critical reading.

According to Margie (2009), critical reading is important to be taught in school. It is because critical reading allows students to take information and determine what the author wants his readers to gain from reading which is essential in real learning which nowadays much new knowledge are presented in written form.

3. Related Studies

Numerous studies had been done on critical reading. A case study of critical reading and motivation in EFL classrooms (Icmez, 2009) shows that there are increases in reading skills' competence, participation, and communication among the participants as well as the increase on reading motivation.

Another case study by Correia (2006) also shows that critical reading evokes a high enthusiastic of the students participation. In other words, critical reading improves the students' motivation in English reading classroom. And according to research of the relationship of students' motivation and their reading comprehension ability held by Suryanti (1998), the research establishes that motivation and reading comprehension have positive and significant relationship. Therefore, the high motivation will influence the students' reading comprehension.

Based on the study about reading comprehension ability among the second grade students of SMU 1 Klaten (Sundari, 1997), the study reveals that reading comprehension components comprise the skills of reading technique, how the aims is conveyed, understanding meaning and assessing the text. It is relevant

with critical reading strategy which requires reading techniques, text analyzing and general understanding of the content as well as the words.

4. SMA Negeri 3 Bantul

SMA Negeri 3 Bantul is located in Jl. Pramuka Bantul. It is surrounded by rice fields. However, close to the school, there are a private junior high school, a private senior high school, a church and a mosque.

The school provides the students with adequate facilities. Every class in this school is featured with a computer set, classroom speaker, projector, whiteboard, and electric fan. Moreover, the students are also accommodated by two English rooms and a language laboratory.

The school has 395 students who are divided into three grades which each grade consists of four to five classes. All of the students have been taught English since they were junior high school. However, they still struggle for a minimum score to graduate the senior high school.

B. Conceptual Framework

Reading is an active skill of comprehending and interpreting written text. It is usually performed whether orally or silently and intensively or extensively. In English classroom, reading is integrated with the other skill. It is because reading serves a model of another skill and provides sources of language study. However, in conducting reading class, a teacher should not only teach the students

what to read or simply ask them to read to answer the questions, but he/she should also expose how to read effectively.

According to the observation in teaching-learning process of grade XI IPA (Science) 2, the students' reading skills need to be improved especially in reading for details. Therefore, an intensive approach is required to improve the students' reading micro skill. There are some sub-skills that are important to be developed by students in order to read better. Therefore, critical reading is a strategy to improve their reading skills despite their limitation.

There are three main steps in critical reading strategy. They are previewing and predicting, annotating and analyzing, reviewing and responding to the text. In implementing critical reading strategy, those steps should be balanced with the reading-task phases and the activities should also noticed students' current ability. The most possible tasks to use by the researcher for pre-reading task are previewing and predicting, annotating and marking for while-reading, and discussing, retelling and summarizing for post-reading phase. The implementation of critical reading task in English reading classroom can be seen in the diagram below.

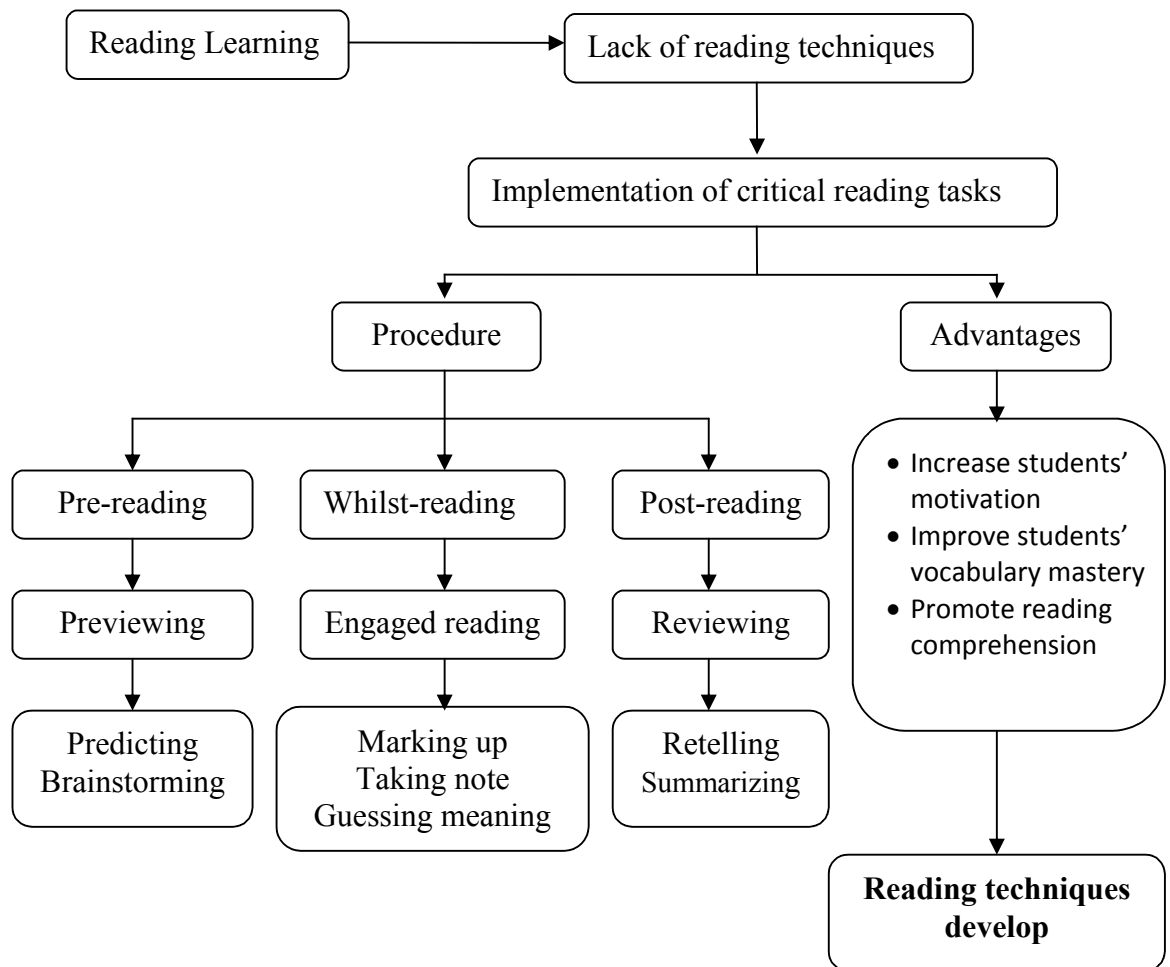


Figure 4: Conceptual Framework

CHAPTER III RESEARCH METHOD

A. The Nature of the Study

The research was action research. Action research is a practitioner research which focuses on learning and aims at improving local problems. Therefore, the research has to show the learning process and to explain how the selected strategies help the improvement of learning (McNiff, Lomax & Whitehead, 2003). In this research, the target improvement was the students' reading comprehension and the action was by using critical reading strategy.

In addition, the nature of action research is that it is carried out for a specific problem in a specific situation (Bell, 1999). Consequently, the result of the research can not be generalized to another subject of research.

B. Research Setting

SMA Negeri 3 Bantul was not the most popular senior high school in Bantul. Students usually take this school as the second or third choice when they seek for a school to study. SMA Negeri 3 Bantul was located in Jl. Pramuka Bantul. It was surrounded by rice field and the road was quiet, hence the situation is quiet enough. However, not far from the school (about 500 m), there were a private junior high school, a private vocational school, a church and a town mosque.

The facilities in this school were quite well. The students were provided with classrooms, mosque, canteens, library, a science laboratory, a basketball and

volley ball fields and free hot-spot area. All classrooms in SMA Negeri 3 Bantul were accommodated with a computer set, a room speaker, projector, white board, and electric fans. Moreover, to facilitate the students in learning English, the school provided two English rooms and also a language laboratory. However, the laboratory was rarely used because the students misused the tools.

Furthermore, the school implemented moving class system which each subject teacher had their own rooms for their teaching-learning process. Therefore, the students had to move from one class to another class for each subject.

The total number of the students was 395 students who were divided into three grades: Grade X, XI, and XII. Each grade actually consisted of four classes, but because of class preferences, grade XI had more classes than the others. It had five classes: Science 1, Science 2, Science 3, Social 1, and Social 2. Therefore, the total number of students in each class was varied from 23 to 36.

C. Data Collection Technique

The data collected were qualitative in nature. The data were about the description of the critical reading task implementation that improved the students' reading performance. The data contained feelings, opinions, expectations, suggestions and preferences from the research members and students. They were gathered through observation, interview, and questionnaire. Therefore, the data were in the form of researcher and teacher's notes, interview transcripts, and questionnaire answers.

Observations were used to find out the effective tasks of critical reading to improve the students' reading comprehension. Then they were examined to serve the reflection of the cycles of the research. To avoid the subjectivity, the observation data were triangulated with informal conversational interview with the English teacher in the end of each cycle and questionnaire for the students in the end of the research.

The main instrument needed in this research was the researcher herself. However, other instruments were used. They were observation sheet, interview guideline, and questionnaire sheets.

D. Data Analysis

From the data collection technique, there were two forms of data, qualitative data and quantitative data. The qualitative data were obtained from observation and interview, while the quantitative data were obtained from the questionnaire on the students responses to the actions.

The qualitative data then was analyzed through qualitative analysis process. While the quantitative data from the questionnaire were analyzed through descriptive statistic. The statistic used in the computation was the mean which was the average of the students' responses to the actions. In analyzing the data, the implementation of the actions was described, including the students and teacher's responses from the observation, questionnaire and interview. Furthermore, the triangulation was done by examining the data from the observation, questionnaire and interview.

In addition to the data, the data met five criteria of validity.

1. Democratic validity (the research was done in collaboration with the English teacher).
2. Process validity (the research was flexible for the changes of the strategies in order to address the problem).
3. Catalytic validity (it was the researcher herself who led the actions and promoted the students to do the strategies).
4. Dialogic validity (there were peer review during the process).
5. Outcome validity (the strategies overcame the problem).

E. Research Procedure

The research procedure was based on the model developed by Kemmis and McTaggart as cited by Koshy et al (2010). The model consists of at least two cycles and each cycle comprises a series of steps. They are planning, doing the action, observing and reflecting. Therefore, this study was conducted in two cycles and each cycle consisted of four steps, namely planning, action, observation and reflection.

Before going to the first cycle, I conducted reconnaissance to discover problems in the class. In this step, I observed the teaching learning process and interviewed the English teacher to identify the problems that were needed to overcome. Based on the observation and interview, I decided the main problem that needed to be overcome, that was the students' insufficient reading strategies.

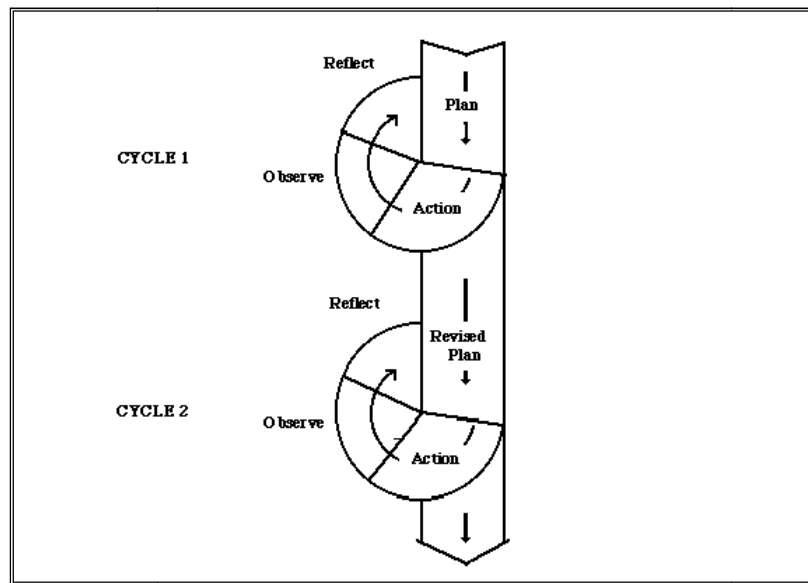


Figure 5: Action Research Procedure

1. Planning

This step covered deciding the possible actions to solve the problems, designing how the actions were carried out in the teaching learning process and preparing everything needed in the research such as materials, critical reading tasks, teaching media and data collection instruments. In planning the action, the researcher cooperated with the teacher to discuss the action to solve the students' insufficient reading strategies. After deciding the action, I prepared the materials as well as the lesson plans and then consulted them to the teacher.

The main action plan decided in this research was implementing critical reading strategies in reading tasks. The strategies were going to be selected and distributed to three reading phases: pre-reading, whilst-reading and post-reading. The strategies selected were previewing, brainstorming, interacting with the text (by underlining, circling, and writing comments), reading without dictionary and

retelling/summarizing. Those strategies were selected to accomplish some critical reading skills, namely making inferences, guessing word meaning from the context, making predictions, determining the author's purpose and attitude.

2. Action and Observation

In this stage, the action plans were implemented in classroom by the researcher. In the implementation, the students were going to be taught using critical reading strategies in doing the reading task that had been prepared before. The task was implemented in three phases: pre-reading, whilst-reading and post-reading. Before going to the reading, the students were going to have pre-reading tasks. The task was going to cover previewing the text or predicting the content of the text and brainstorming the possible words contained in the text. The whilst-reading activities were going to cover interaction with the text strategies and reading without dictionary, while the post-reading dealt with retelling, summarizing, discussion and answering some questions.

During the implementation, besides serving guidance for the students, I and the English teacher observed the students' responses as well as the process of the implementation. Field notes were used to record the observations.

3. Reflection

Reflections were done in the end of each cycle. To avoid subjectivity, I and the teacher discussed the result of each action according to the observation, as well as the problem occurred in the implementation of the actions. This discussion served as an evaluation in each cycle as the basis of the next action in

the next cycle. The unsuccessful actions should be modified or changed with the suitable one in the next cycle. However, the successful ones will be continued. Moreover, at the end of the cycle, I gave the students questionnaire about the implementation of critical reading strategies.

CHAPTER IV FINDINGS AND DISCUSSION

A. Sharpening the Problems

Before the actions were implemented, I did the observation on the teacher's teaching and learning process. I also interviewed the teacher and did some discussions with him.

From the observation and the discussion, I found problems that the teacher usually met. The students found difficulties in reading. The problem was influenced by lack of reading technique, low vocabulary mastery, lack of confidence, and the students' low motivation.

1. It was rarely for the students to be taught reading technique. Sometimes they were taught skimming and scanning, but it was only to answer questions in doing a test, not for comprehending a text. Frequently, in understanding a text, the students translated the text words by words and then comprehended it through Bahasa Indonesia. They were not successful with this technique. Therefore this activity was ineffective, inefficient and time consuming.
2. The students had difficulties dealing with words when they were reading. Although the teacher had provided them some words before reading, they still looked them up in the dictionary much. The students hesitated to guess the meaning of word from the context and preferred

to take the definition from the dictionary. As a result, their translation did not make sense most of the time.

3. The students did not really appreciate the class (reading class). Although many of them liked reading as their hobbies, they gave little interest in English reading class. Some students did not have high motivation in learning English, and mostly they did not pay attention to the teaching learning process. Teacher' standing position and monotonous tasks seemed to be factors of students doing this.
4. The students were not confident to do the work on their own. It was likely because of their habit to copy their friends' work and to have a group with smart students who did the task. This happened because they did not comprehend the text well. They did not know how to understand it other than translated it word by word.

From those problems, lack of reading technique seemed to be the major problem that should be overcome. By having reading techniques, the students would find an easy and effective way to understand the whole text. When they understood the text, they would have more confidence to do the task on their own. Reading techniques can also be implemented into various activities to avoid the students' boredom and to raise their motivation. Moreover, it will provide them chances to guess the meaning of the difficult words in which this strategy can improve their vocabulary. Therefore, there is a need for teachers to handle this lack of reading technique problem.

The action used to overcome this reading problem was by introducing the students a reading strategy, namely critical reading. Critical reading is an active and engaged reading (Blair, 2010). The main strategies of critical reading that were implemented were predicting, assessing the text, reading without interference, marking up the text and recalling. By doing critical reading, the students were expected to get deep understanding in reading a text and to develop their own reading strategy as well as their understanding of the text.

Table 1: Main Strategies

No	Action	Activity	Expectation
1	Prediction	The students predicted the content of the text, did brainstorming and predicted the words' meaning.	The students were more engaged to the text and allowed them to use their prior knowledge.
2	Reading without interference	The students read the text without consulting to dictionary and friends at once.	The students had sustain attention on the reading and allowed them to do guessing meaning of difficult words from the context.
3	Marking and annotating	The students gave marks (e.g. circling and underlining) as well as comments to the important parts of the text: key phrases, main ideas, facts and opinion, and inferences.	The students had deeper understanding.
4	Recalling	The students answered some questions, retold the text and made a summary.	The students could evaluate their comprehension.
5	Assessing the text	The students found the main idea of paragraphs, distinguished facts and opinions, decided the writers' purposes and made inferences.	The students had more understanding about the nature of the text (genre) as well as the content of the text.

B. Finding and Interpretation

1. Cycle 1

a. Planning

Based on the discussion with the research member, there were some actions that would be implemented in Cycle 1. The activities of the action were integrated into three reading phases: pre-reading, whilst-reading, and post-reading. The actions would be focused on improving the students' skills of previewing and predicting, guessing word meaning from the context, and drawing inferences.

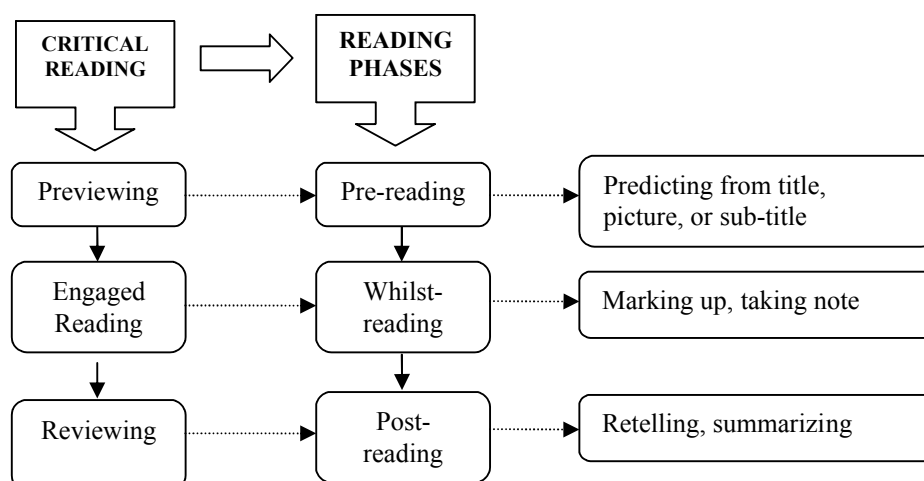


Figure 6: Planning of Critical Reading Implementation

In this cycle, the planned pre-reading activities were predicting and brainstorming. Before reading, the students were shown pictures and the title. They then had to predict the content of the text, the topic, and words that might appear in the text. The predicting activity also covered the guessing meaning activity during the reading process.

The whilst-reading in this cycle covered engaged reading activities. The activities include marking-up the text, taking note, and reading without

dictionary/interferences. During the reading, the students were not allowed to ask friends or teacher or consult to dictionary when they got difficulties. They had to guess it and finished the reading. They were allowed to consult to friends or teacher or dictionary only after completing the reading. These activities were then followed by post reading activities which included answering questions, discussions and retelling.

However, to avoid the monotonous tasks and the students' boredom, in Meeting 3, the students were given an opportunity to choose their post reading activity, summarizing or making dialogue on one part of the text, and then performed it in front of the class. This activity also served as a production task.

Table 2: Planning of Cycle 1

Meeting	Text	Skills	Activities
Meeting 1	Spoof ' <i>A Zoo Job Story</i> '	Previewing, drawing inferences, guessing meaning from the context, discussion	Predicting, reading silently without dictionary, marking, questioning and answering, and retelling.
Meeting 2	Narrative ' <i>A Murder Mystery: The Critic In The Storm</i> '	Previewing, drawing inferences, guessing meaning from the context, retelling	Predicting, reading silently without dictionary, marking, group discussion, and retelling.
Meeting 3	Narrative ' <i>Silent Love</i> '	Previewing, drawing inferences, guessing meaning from the context, predicting the information that might appear.	Predicting, taking note.

b. Action and Observation

Actions in Cycle 1 were carried out in three meetings; they were on 26th February 2011, 2nd and 9th March 2011. In conducting the action, I collaborated with the English teacher. The teacher helped me to observe the class while I was teaching. I and the English teacher also guided the students by approaching them in their desks. In addition to the planned action, I also initiated some activities to support the teaching and learning process.

1) Previewing

To empower the students' skill of previewing, predicting activity was implemented in this research. It was intended to be a pre-reading activity. The predicting activity covered making prediction about the content of the text from pictures and/or from the title and on the words that appear in the text (brainstorming). For this previewing activity, I also presented some clues to help the students preview the text. These activities aimed to give a basis before reading and to evoke the students' prior knowledge about the materials.

In implementing the previewing activities, firstly the researcher showed the students pictures that corresponded to the text. Then the students had to predict the topic/theme of the text according to the pictures. After the students predicted the correct topic, provided the title, they then predicted the content of the text as well as the possible genre type of the text. Then they also had brainstorming before they were going to read the text.

From the observation, I found that the students were enthusiastic in making prediction, especially in Meeting 1 and 2.

10 menit pertama (predicting & brainstorming): siswa mulai menunjukkan antusiasme terhadap materi; ditunjukkan dengan merespon terhadap pertanyaan-pertanyaan yang diajukan.

[‘On the first 10 minutes (predicting & brainstorming): the students started to show their enthusiasm toward the material; by giving responses to all the questions given’].

(Teacher’s note 1)

In Meeting 3, the students gave little enthusiasm in the predicting activity. Monotonous activity seemed to be the cause of this problem.

However, the questionnaire about predicting activities shows positive responses.

Table 3: The Number of the Students’ Responses to Predicting Activities

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan memprediksi kata-kata yang mungkin keluar dalam teks sangat membantu saya dalam memahami teks yang akan dibaca.</i> (Predicting words that might appear in a text helps me to comprehend the text)	3	10	9	1	0
<i>Kegiatan memprediksi kata-kata yang mungkin keluar dalam teks memberi bekal kosakata yang berguna dalam memahami teks.</i> (Predicting words that might appear in a text provides me useful vocabulary to comprehend the text)	6	14	3	0	0
<i>Kegiatan memprediksi kata-kata yang mungkin keluar dalam teks membuat saya lebih lancar dalam memahami teks.</i> (Predicting words that might appear in a text makes me read fluently)	3	9	10	1	0

<i>Kegiatan memprediksi kata-kata yang mungkin keluar dalam teks penting dilakukan sebelum membaca, guna membantu dalam memahami teks.</i> (Predicting words that might appear in a text is important to do in comprehending a text)	2	8	9	3	0
<i>Kegiatan memprediksi isi bacaan berdasarkan judul membantu saya memahami teks yang akan dibaca.</i> (Predicting the content of the text from the title helps me to comprehend the text)	1	12	7	3	0
<i>Kegiatan memprediksi isi bacaan berdasarkan gambar membantu saya memahami teks yang akan dibaca.</i> (Predicting the content of the text from pictures helps me to comprehend the text)	8	9	5	1	0
<i>Kegiatan memprediksi isi bacaan sebelum membaca teks memberi bekal gambaran umum tentang isi teks yang berguna dalam memahami isi teks.</i> (Predicting the content of the text gives me a general idea about the text which is useful to comprehend it)	1	12	8	1	0
<i>Kegiatan memprediksi isi bacaan sebelum membaca membuat saya lebih lancar dalam memahami teks.</i> (Predicting the content of the text makes me read fluently)	1	10	9	2	1
<i>Kegiatan memprediksi isi bacaan sebelum membaca penting dilakukan untuk mempermudah memahami isi teks.</i> (Predicting the content of a text	1	8	9	4	1

before reading is important to do
in comprehending the text)

2) Guessing the meaning of words from the context

The activity to develop this skill was reading without dictionary. It aimed to provide the students opportunities to guess the meaning of unknown words. Besides, it gave time for the students to finish the reading and the process of understanding.

In the implementation, during the reading process, the students were not allowed to consult dictionary or even ask their friends or their teacher. When they found difficult words, firstly they had to put them in the brackets and guessed the meaning of the words according to the context, and wrote it down on the free space. They also had to mark the clues that supported their guessing. The clues can be in the forms of words, phrases, pictures, etc.

However, the observation shows that some students did not read the passage. They preferred to have a chat with their classmates.

Beberapa siswa belum menunjukkan intensitas membaca.
(‘Some students did not show the intensity of read’).

(Teacher’s note 1)

Siswa nampak kurang antusias dengan ditunjukkan sikap belum ada kemauan untuk membaca cerita.
(‘The students seemed not really enthusiastic and did not show desires to read the story’).

(Teacher’s note 2)

This activity also needed more discipline from the students. It was hard to impose them not to use dictionary. Some students kept talking and looking some words up in dictionary.

P: *Bacanya tanpa liat kamus susah ya?* ('Is it a problem to read without dictionary?')

S: *Ya gak bisa mbak. Klo gak liat kamus ya mana paham ma isi text-nya?* ('Yes, it is. I won't understand this text if I don't check the words in dictionary').

P: *Kan cuma sementara. Selama baca, kalau ada kata-kata yang sulit ditebak aja dulu artinya. Nanti kalau sudah selesai, baru di cek ke kamus.* ('But it's only for a while. Just guess the meaning while you're reading. Then you may check it after you have guessed it').

S: *Lha semuanya sulit je mbak. Kalau nebak-nebak pasti salah.* ('Well, every word is difficult. If I guess it, I'll get wrong').

(Appendix A, field note 4)

From the conversation above, it can be inferred that the students were afraid of failing in guessing the meaning of difficult words. Therefore, they kept trying to consult their dictionary about the difficult words.

3) Marking the text

To help the students to have more deep understanding and to draw inferences, an engaged reading was implemented during the whilst-reading stage. In this step, the students had to mark the text as well as to take a note or annotate the text. When they read the text silently, they gave some signs of the important part. They gave double underlines to the main idea and an underline to the supporting idea, circled the keywords, and put brackets to the difficult words. They were also able to put their own icons

and opinions about their guessing meaning of words wherever it was necessary.

Although they made it untidy, all the students participated in this task. The questionnaire about this activity shows that the activity of marking the text helped the students in understanding the text.

Table 4: The Number of the Students' Responses to Marking Activity

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting (missal: menggaris bawah, melingkari, dll) membantu saya dalam memahami isi teks.</i> (Giving signs to the important part of the text (e.g. underline, circle, etc.) helps me to understand the text)	5	12	6	0	0
<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting membuat saya berkonsentrasi dalam membaca.</i> (Giving signs to the important part of the text makes me concentrate on reading)	3	12	8	0	0
<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting mempermudah saya dalam memahami teks.</i> (Giving signs to the important part of the text helps me to understand the text fluently)	3	11	9	0	0
<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting mempermudah saya dalam mengingat isi teks.</i> (Giving signs to the important part of the text helps me to recall the text easier)	5	7	10	1	0

<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting membuat saya merasa lebih dekat/terhubung dengan teks.</i> (Giving signs to the important part of the text makes me feel close to the text)	4	4	14	1	0
<i>Kegiatan memberi tanda pada bagian-bagian tertentu teks yang dirasa penting, sangat penting dilakukan untuk membantu memahami isi teks.</i> (Giving signs to the important part of the text is important in comprehending a text)	4	8	11	0	0

4) Discussion

After reading the text, the students did an exercise in the form of question and answer as the basis for a discussion. The questions were not only intended to evaluate the students' comprehension but also allow the students to analyze the text. The questions used were designed to encourage the students to think and read critically.

In Meeting 1, the questions they had to answer were given right after the passage. However, in Meeting 2 and 3, due to the long and the type of the text, the questions were provided between the paragraphs. It was done in order to help the students to think orderly and help them to make inferences.

For the discussions, I asked the students to work in pairs (in Meeting 1) and in small groups (Meeting 2). After they finished reading, they had to answer the questions by themselves before having the group

discussion. Then they had to compare and discuss their work to other groups.

Firstly, in the first meeting not all the students joined on the class discussions. Some of them still copied their friends' works and had chats instead of participating in the discussion. But in Meeting 2, all the students were interested and participated in the discussion due to the topic of the text.

5) Retelling

Retelling the story using the students' own language was a further task in addition to a discussion. It aimed to evaluate the students' understanding and served a chance to speak in English. In Meeting 1, the students were given certain time to do the story telling to their partners right after doing the whilst-reading activity. In Meeting 2, the students were assigned to retell the story while acting as detective to make it more interesting. Overall, the researcher asked some students to retell the story to the class. However, they hesitated to try it in full English; just one or two sentences in English and the rest were in Bahasa Indonesia. As a result, the class made fun of the students who performed. However, the students enjoyed this activity.

Table 5: The Number of the Students' Responses to the Retelling Activity

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan menceritakan kembali isi teks dengan gaya bahasa sendiri membantu saya dalam memahami isi teks.</i>	3	10	6	3	1

(Retelling the text using our own language helps me comprehending a text)

<i>Kegiatan menceritakan kembali isi teks dengan gaya bahasa sendiri penting dilakukan untuk mengevaluasi pemahaman terhadap isi teks.</i>	2	7	10	3	1
(Retelling the text using our own language is important to do to evaluate our comprehension)					

6) Predicting the next event/information

Predicting the next event/information is one activity that builds critical reading strategies. Not only to evoke the students' curiosity, it trains the students to read effectively. In this cycle, the strategy was implemented in Meeting 2 and 3. In both of the meetings, it was integrated with the questions and answers that came between the texts. Therefore, the students were able to predict the event/information directly. And in Meeting 3, the students had to make a prediction of an event about the end of the story. The predictions were in the form of a paragraph or dialogue. However, perhaps because of the familiarity, all the students preferred to write a paragraph.

c. Reflection

In the end of Cycle 1, I and the English teacher discussed the implementation of the actions. In general, actions in Cycle 1 went quite well. The

students were participated in all the activities. They showed interest in the activity, especially in giving mark to the text, retelling, discussing and predicting.

However, there were some problems which needed to be solved in this cycle. First was in term of their reading comprehension improvement. Although some actions had positive responses, they gave little improvement for the students' understanding.

- P : *Iya. Menurut kalian kegiatannya asyik gak and membantu kalian memahami bacaan gak?* ('What do you think about the activities? Are they fun? Do they help you to understand the text?')
- S1 : *Maksudnya ...* ('You mean ...')
- P : *Kegiatan nebak cerita, nebak kata yg mungkin muncul, corat coret text, and lainnya, nah itu semua bantu kalian memahami bacaan tidak?* ('Predicting the story, the words, marking, and others, do they help you to understand the text?')
- S1 : *Dikit mbak. Hehe..* ('Only little. Hehe ..')
- P : *Klo kamu?* ('How about you?')
- S2 : *Gak tahu mbak –mringis* ('I don't know – grinning')
- S1 & S2: *-mringis-* (grinning each other)
- P : *Kok ga tahu maksudnya apa?* ('What do you mean by saying you don't know?')
- S2 : *Yah gak tahu aj mbak –senyum-belum pernah latihan yang seperti itu sebelumnya sih* ('Yeah I just don't know –smiling- I haven't experienced like this before').
- P : *How 'bout you?*
- S3 : *Yaa....lumayan lah mbak. Cukup membantu.* ('Yaa..... It's quite helpful').
- S4 : *Kalau aku suka mbak. tapi podo wae. Pas baca sajak'e sih dong, tur pas nggarap akeh sing salah haha* ('I like it personally. But, for me, it doesn't make any differences. I thought I understood when reading, but when it came to the exercise, I made a lot of mistakes haha ...')

(Appendix A, interview 3)

Second, the students complained about the length of the text. The texts in Meeting 2 and 3 actually were about a page long. But, because they were divided into some parts, the texts seemed to be long and the English teacher also approved that one page text was too long for the students. Third, the student once

complained they got reading too often. It indicated that the students started to get bored with the activities which made not all the students joined the reading activities. Fourth, some students were still confused with the questions. They still kept asking what the questions mean.

Moreover, one main action of this cycle, reading silently without dictionary, was not successful. Some students preferred to read the text loudly although they did it with low voice. They claimed that although they did not understand the text well, at least they knew how to pronounce it. Most students still kept opening their dictionary and had chat with each other. When I approached them, they stopped and then read the text. But, when I went away, they did the same thing again.

d. General Findings in Cycle 1

According to the reflection of the actions in cycle 1, there were several points that can be drawn. They are presented below.

- 1) Critical reading strategies helped the students to understand the text. However, considering that it was their first time using the strategies, the students needed to have more reading exercises.
- 2) Previewing, retelling, marking the text, discussion and predicting the next event/information arouse the students' enthusiasm. According to the questionnaire, they helped the students comprehending the text.
- 3) The texts I provided were considered long for the students.
- 4) The questions did likely not work properly. Some students were still confused how to answer them.

- 5) Students were bored with the reading activity. The monotonous patterns of the tasks seemed to be the major cause of the problem.
- 6) Although silent reading was suggested for senior high school students, it did not work for the students of this research. The students preferred to have reading aloud activities.
- 7) During the reading process, the students still kept opening the dictionary and chatted with their friends.
- 8) The students hesitated to use full English in the discussions.

2. Cycle 2

a. Planning

After analyzing the reflection and finding in Cycle 2 with the English teacher, I came up with some new plans to solve problems in Cycle 1 and to achieve the expected result of the research.

Table 6: Action Plan Cycle 2

Problems in Cycle 1	Planned actions
Inadequate students' reading comprehension improvement	Keep using the main strategies of critical reading.
Long text	Reduce the text length into less than one page long.
Students' boredom and less motivation	Hold a game or competition and use another media.
Dictionary use in free-dictionary reading	Keep reminding the students not to use a dictionary and also motivate them that they can do the task without their dictionary.
Confusing questions	Provide the students with some choices of answers and reformulate the questions as needed.
Preferences in reading aloud	Perform reading aloud during whilst reading.

Besides using actions which were successful in Cycle 1, some new treatments were used. They were:

- 1) to reduce the use of Bahasa Indonesia and encourage the students using English during the retelling session, the students were allowed to use both languages with particular rules,
- 2) to arise the students' engagement, I gave points to the students who did the tasks well. The points were accumulated to get a reward.
- 3) Videos were used as one of media to make prediction.

Table 7: Planning of Cycle 2

Meeting	Text	Activities
Meeting 4	Hortatory exposition <i>'Nuclear Power Plant'</i>	Predicting, reading aloud, marking, annotating, retelling, discussing
Meeting 5	Hortatory exposition <i>'Career after Graduation'</i> and <i>'Why College is Important'</i>	Predicting, reading competition, discussing, retelling
Meeting 6	Hortatory exposition <i>'Thing You Should Realize about Facebook'</i>	Predicting, reading aloud, marking, annotating, discussing

b. Action and Observation

Cycle 2 was conducted in three meetings on 23rd March, 30th March and 2nd April 2011.

1) Previewing

In this cycle, the researcher used videos in Meeting 4 and 5 and slide show of newspaper headlines in Meeting 6 for the previewing activities. As in Cycle 1, the students were asked to guess the theme, the content of the text and words that appear in the text according to the

videos and slide show. Using these media, the students were more interested in making prediction. The observation showed that the students gave more attention to the media. Some students even moved to front seats and more of them participated in giving prediction.

Ketika video diputar, para siswa memperhatikan video tersebut. Beberapa siswa yang duduk di belakang bahkan pindah ke depan supaya bisa melihat dengan lebih jelas. Mereka juga minta videonya diputar lagi.

(‘When the video was played, the students paid attention to it. Some students sitting in the back even moved to sit in the front in order to get the good view. They also asked to play the video again’).

(Field note 4)

Not only to arise the students’ motivation, the questionnaire showed that using video also helps the students to comprehend the text.

Table 8: The Number of the Students’ Responses to Predicting From Videos

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan memprediksi isi bacaan berdasarkan video membantu saya memahami teks yang akan dibaca.</i> (Activity of predicting the content of the text from video helps me to understand the text)	7	8	7	1	0

2) Reading aloud

To reduce the use of dictionary during the whilst-reading, reading aloud was performed in the class. Firstly, a student was appointed to read aloud a paragraph while the other students listened to and read the paragraph silently as well as marked the text. After the student finished reading, he/she appointed the other student to read the

next paragraph, and so forth. In Meeting 4 and 6, the students had to read aloud for the class, and in Meeting 5, the students took turns to read aloud their paragraph in their group.

As expected, this action significantly reduced the interferences during the reading session, especially in Meeting 5 and 6. By reading aloud, the students gave more attention to the text. Fewer students checked the dictionary and talked.

Cara membaca 'read aloud' dan memberi komentar langsung setelahnya, membuat hampir seluruh murid memperhatikan bacaan. Mereka tidak segera membuka kamus maupun bertanya, melainkan mencoba menebak kata-kata yang dianggap sulit.

(‘The actions of reading aloud and commenting the text right after the reading activity made the class pay attention to it. They did not open the dictionary or asked -the teacher-, but tried to guess when they found difficult words’).

(Fieldnote 7)

Seluruh siswa aktif dalam reading aloud. Walaupun beberapa siswa laki-laki mengelak ketika ditunjuk untuk membaca nyaring, namun pada akhirnya mereka membacanya setelah teman-temannya mendesakk. Beberapa siswa diam-diam ada yang ikut menirukan reading aloud dan bahkan ada yang mencoba membenarkan beberapa pronunciation yang salah, walaupun kurang tepat.

(‘All the students were active in reading aloud. Although some male-students avoid being appointed to read aloud, they finally read it. Some students secretly imitated the reading aloud in low voice and even some of them tried to correct the wrong pronunciation imperfectly’).

(Fieldnote8)

3) Guessing the meaning of words from the context

During the meetings in Cycle 2, the researcher continuously reminded the students not to consult dictionary while they were reading and motivated them to guess the difficult words. I also explained that

this action was important to improve their vocabulary mastery and reading speed.

The result of this action was a decrease on the use of dictionary during the reading time although it was not clear whether it was because of the motivation or the reading aloud activity. However, surprisingly, this guessing meaning activity gave positive responses from the students.

Table 9: The Number of the Students' Responses to Guessing Meaning Activity

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan menebak arti kata ketika menemukan kata yang belum dipahami memperlancar saya memahami teks.</i> (The guessing meaning activity helps me to understand the text fluently)	5	11	5	2	0
<i>Kegiatan menebak arti kata ketika menemukan kata yang belum dipahami menambah perbendaharaan kosakata saya</i> (The guessing meaning activity increases my vocabulary)	5	14	4	0	0
<i>Kegiatan menebak arti kata ketika menemukan kata yang belum dipahami penting dilakukan untuk mempermudah memahami teks.</i> (The guessing meaning activity is important to understand the text easier)	5	12	6	0	0

4) Marking the text

In this cycle, marking the text was still implemented in the whilst-reading activity. The students were asked to underline the main ideas of

each paragraph, circle the key words and put brackets on the difficult words. However, not only marking up the text, in this cycle the students had to annotate or give comment to the text. They were able to add a note about the information on the text, to question the text or just simply to write their opinions.

In the first time (Meeting 4), I gave an example about the comments, but the students still had no idea about what to write. It made many students copied their friends' works in addition to the example. In Meeting 5, the students were given freedom to put comments. But, because meeting 5 was for a competition zone, every comment they put was given a point.

In meeting 6, all the group members participated in giving comments. Firstly, while a student read aloud the paragraph, the other students listened to and then wrote their comment on their worksheet. After that, the worksheets were rotated to the other student and then they continued the reading aloud activity and so on. The students looked excited by this activity. In this variation, the students were able to share their friends' ideas and it inspired them to give comments and ideas. Mostly, besides giving simple comments such as "wow", "I agree" and "I disagree", the students also questioned the text like "really?" and "is it true?". Although they gave positive responses to this activity, the questionnaire said different things.

Table 10: The Number of the Students' Responses to Commenting Activity

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan memberi/menulis komentar membantu saya dalam memahami isi teks.</i> (Annotating/commenting helps me comprehend the text)	2	7	13	1	0
<i>Kegiatan memberi/menulis komentar memperlancar saya dalam memahami isi teks.</i> (Annotating/commenting makes me understand the text fluently)	1	7	13	2	0
<i>Kegiatan memberi/menulis komentar mempermudah saya dalam mengingat isi teks.</i> (Annotating makes me easier in remember the content of the text)	1	6	13	3	0
<i>Kegiatan memberi/menulis komentar membuat saya merasa lebih terhubung dengan teks.</i> (Annotating makes me get connected to the text)	1	3	15	4	0
<i>Kegiatan memberi/menulis komentar sangat penting dilakukan untuk membantu memahami isi teks.</i> (Annotating is important to help me understand the text)	1	9	11	2	0

5) Credit point and competition

In this Cycle 2, the students would get point if they were able to answer the questions correctly. Even the students had points if they were able to make appropriate comments or to share their ideas based on the text. Those points were accumulated in the end of the meeting and the group with the most point got a reward. This action was done to improve

the students' motivation and it succeeded. The observation showed that they were excited in this activity.

Siswa sangat antusias ketika diberi tahu bahwa semua yang mereka lakukan akan mendapat credit point dan yang terbanyak akan mendapat hadiah. Bahkan mereka menawar jenis hadiah yang akan diberikan.

(‘The students were motivated when they were told that everything they did would worth a credit point and who had most credit would get a reward. They even requested the kind of the reward’).

(Field note 5)

I designed Meeting 5 to be a competitive activity. The students worked in group and each member was given a piece of paper that contained a paragraph. They had to read it and then told the other members about his/her paragraph and together rearranged them into a good text. The fastest group would get more points. And the next activity was that they had to read the fixed paragraph carefully, marked the text, did annotating and gave comments. Then, they discussed the text and made a presentation about it.

There were two kinds of text in this meeting. They were *Career after Graduation* and *Why College is Important*. After the presentation, the students shared their opinions about the text and their preferences after graduated from the senior high school.

6) Predicting information

As in Cycle 1, the students were trained to predict the information they would get from the text. In Cycle 2, after they read aloud the paragraph, I gave them questions. The question included the prediction

about the next paragraph they were going to read. The prediction was also needed in rearranging the paragraph (Meeting 5). As a result of this action, many students were able to comprehend the text.

Table 11: The Number of the Students' Responses to Predicting Information

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan memprediksi informasi yang akan muncul di paragraf selanjutnya, membantu saya memahami teks yang akan dibaca.</i> (Predicting information in the next paragraph helps me to comprehend the text)	2	10	10	1	0
<i>Kegiatan memprediksi informasi yang akan muncul di paragraf selanjutnya, memberi bekal tentang gambaran umum teks yang berguna dalam memahami isi teks.</i> (Predicting information in the next paragraph gives me general view which is important in understanding the text)	1	11	9	2	0
<i>Kegiatan memprediksi informasi yang akan muncul di paragraf selanjutnya, penting dilakukan untuk mempermudah memahami teks.</i> (Predicting information in the next paragraph is important for understanding the text)	1	13	8	1	0

7) Retelling

Since the students hesitated to retell the story for the class, in Cycle 2, the retelling activities were limited in groups only. The students were given certain time to exchange their comprehension of the text to their partners and then discussed it. Although they were only given limited time, they appreciated this activity. To reduce the use of Bahasa Indonesia and to encourage the students using English, I made a rule that, during the retelling session they were allowed to use Bahasa Indonesia for verb in Meeting 4, noun in Meeting 5 and adjective in Meeting 6. But, if they knew the English of the words, they had to use English, unless their point would be reduced.

Walaupun sedikit kesulitan menggunakan bahasa campuran, siswa antusias mencoba.

(‘Although they had difficulties in mixing the languages, they were excited to try it’).

(Teacher’s note 5)

Table 12: The Number of the Students’ Responses to Retelling

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan menceritakan kembali isi teks dengan gaya bahasa sendiri membantu saya dalam memahami isi teks.</i> (Retelling a text using our own language helps me to understand the text)	3	10	6	3	1
<i>Kegiatan menceritakan kembali isi teks dengan gaya bahasa sendiri penting dilakukan untuk mengevaluasi pemahaman terhadap isi teks.</i>	2	6	11	3	1

(Retelling a text using our own language is important to evaluate our understanding)

8) Discussing

Discussions were done after the students read all the paragraphs and retold each other about the text. They had to compare and discuss about their retelling version which reflected their understanding, whether they had the same understanding or not and why it happened. The discussion also covered answering questions that had been provided. I let the students lead the discussion.

However, the discussion in Meeting 4 turned into the discussion about the importance of nuclear power plant in Indonesia. All the students were interested in this discussion and the discussion ended in decision that Indonesia should use alternative energy instead of nuclear power.

Siswa aktif dalam diskusi kelas tentang nuclear power. Tidak hanya mendiskusikan isi teks, mereka juga mengutarakan pendapat mereka tentang isu-isu tenaga nuklir saat ini. Hanya saja mereka menggunakan bahasa inggris pada awalnya saja. Di pertengahan sampai akhir diskusi, mereka menolak menggunakan bahasa inggris lagi.

(‘The students were active in the discussion about nuclear power. Not only discussing the text, they also gave their opinions about the current nuclear power issue. However, they only used English in the beginning of the discussion. In the middle until the end of the discussion, they refused to use English’).

(Field note 4)

Siswa merespon topic dengan baik. Respond mereka positive dan aktif.

(‘The students gave good responses to the topic. Their responses were positive and active’).

(Teacher’s note 3)

The discussion in Meeting 5 and 6 worked as the researcher planned. They discussed about their understanding of the text and performed a presentation (in Meeting 5). In addition, they wrote paragraphs about their opinions or attitude about the topic of the text they read, that was Facebook (in Meeting 6).

Table 13: The Number of the Students’ Responses to Discussion

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Kegiatan mendiskusikan isi teks dengan teman membantu saya memahami isi teks.</i> (Discussing a text with friends help me in comprehending a text)	4	14	5	0	0
<i>Kegiatan mendiskusikan isi teks dengan teman penting dilakukan untuk mengevaluasi pemahaman terhadap isi teks.</i> (Discussing a text with friends is important to evaluate our understanding)	5	10	8	0	0

c. Reflection

In general, Cycle 2 was more successful than Cycle 1. There was some improvement in terms of the students’ motivation, the students’ behavior and the students’ reading comprehension.

The predicting activity, the use of media, the topic chosen and various and challenging activities gained the students’ interest which motivated them to

participate in the teaching learning process. In fact, predicting activity became their favorite activity during the research.

There was also a change of the students' behavior. The students gave more attention to teacher's explanation and participated in the class activities freely in the end of Cycle 2. In addition, some students did marking up the text, annotating and reading without dictionary when they were given an English text although they were not asked to do so. It meant there was an improvement in the way the students read.

Based on the observation during the research, the English teacher found the students' understanding improved. Students were able to retell the text as closely as the text was although they could not perform it in English correctly. Even, they still hesitated to retell and discuss the text in English.

C. General Findings

There are some findings regarding to the critical reading tasks that can be inferred from the implementation of the actions.

1. Critical reading improves the students' text understanding of Class IPA 2 of SMA Negeri 3 Bantul. The improvement is shown by the ability of the students in retelling the text.
2. Critical reading can be applied in senior high school reading class. It is better to be integrated with reading phases because they have the same nature. Critical reading has three steps of reading, namely previewing which needs readers' prior knowledge, engaged reading by marking up

and annotating and evaluating after reading. Comparing to the reading phases, it has pre-reading activities to evoke students' knowledge, whilst-reading and post-reading activities to evaluate the understanding.

3. Predicting which serves a previewing activity in critical reading is the effective way to prepare the students before reading. During the research, the students were enthusiastic in making prediction. They all participated in predicting the content, the words and the questions from the media used.
4. Marking up the text helps the students understand the text. It is a kind of engagement in critical reading. It allows the students to underline, circle, box, or give any sign to the text. By doing this, the students can decide the important part that represents the content of the text.
5. Silent reading is less suitable for this class since most of them feel comfortable with reading aloud.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

An action research study about the implementation of critical reading had been carried out in class XI IPA (science) 1 of SMA Negeri 3 Bantul. It was started from 26th February 2011 and ended on 2nd April 2011. This study was done by the participation of all the students of XI IPA (science) 1, the English teacher for class XI, and I myself as the researcher.

This research focused on implementing critical reading tasks to improve the students' text understanding. Consequently, I integrated critical reading strategies to the English reading tasks in order to help the students understand the text. Generally, the actions ran well and some of them gave positive results. Therefore the conclusions concerning to the results are as follows:

1. The students were interested in predicting activities. They were motivated because they considered that the activities were fun with many media used. This activity also gives the students chance to recall and express their prior knowledge about the topic of the material.
2. Reading without dictionary is considered unsuccessful in which most students still depended on the dictionary and were not confident to predict the meaning of the difficult words.
3. The students participated in marking the text during the reading process. To understand the text more, some of them used different

colors and simple icons in marking the text. They also preferred marking the text to making note.

4. Although the students participated in giving comments to the text, some of them only paraphrased the previous comments.
5. The students were active in retelling the content of the text. It is because this activity let the students exchange their understanding about the text. However they were more confident in retelling the story to their partners than retelling to the class.
6. Most students preferred making summary than having dialogues on the text. It was because the students were never experience this activity before. Not only to check the students' understanding of the text, this task also served as a production task.

Despite the success and the failure, there were some changes occurring as a result of the actions regarding the way of thinking and behaving among the research members.

B. Implication

The implications of each action are:

1. The students were interested in predicting activities. The implications are:
 - a. Predicting activities and using various media can also be used for English teaching learning activities to avoid students' boredom.
 - b. This activity can be implemented to invite students' participation.

2. Reading without dictionary is considered unsuccessful in which most students still depended on the dictionary and were not confident to predict the meaning of the difficult words. The implication is:
 - a. There should be more guidance and motivation from the teacher.
3. Students participated in marking the text during the reading process. The implication are:
 - a. The marking activity can be implemented to help students understand a text.
 - b. Teachers can also apply this technique in order to make students focus on the reading materials.
4. Although the students participated in giving comments to the text, some of them only paraphrased the previous comments. The implication is:
 - a. The students do not understand the idea of the interaction with the text.
5. The students were active in retelling the content of the text to their partners. The implications are:
 - a. This activity can be used to avoid the students' boredom and to arise their confidence.
 - b. Retelling to the students' partner can also be useful to invite the students' participation and interaction.
6. Most students preferred making summary than having dialogues on the text. The implication is:

- a. The students are not confident with their ability.

C. Suggestion

Based on the conclusions and implications of the research, some of suggestion can be given toward the students, the English teacher, the headmaster and other researchers.

1. The students

In relation to the improvement of their text understanding, it will be better for them to practice critical reading continuously both in the English classroom and outside the class (e. g. house).

2. The English teacher

It is necessary for the teacher to teach some reading techniques and strategies to improve students' reading skills and their reading achievement. In addition, she needs to use some variations techniques and sources of the material to make the learning process become more interesting for the students.

3. Other researchers

This research is mainly focused on how to improve students' reading understanding using critical reading strategy. There are still many problems in the field, which are not yet solved. This research can be used as a reference before conducting some actions related to the effort to improve students' reading skills.

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APPENDIXES

COURSE GRID & LESSON PLANS

COURSE GRID

Cycle	Standard of Competence	Basic Competence	Topic	Input Text	Language Focus		Activities	Indicators
					Key Vocabulary	Key Grammatical Pattern		
I	Comprehending the meaning of short functional text and simple essay in the forms of spoof, narrative, and hortatory exposition text in the daily life context and in order to access knowledge.	Responding to the meaning and the rhetorical steps of the essay using written language accurately, acceptably for the daily life context and in order to access knowledge.	In the zoo	Spoof text: 'The Zoo Job Story'	<ul style="list-style-type: none"> - Zoo - Clown - Job - Pretend - Zoo keeper - Lion 	Past tense : S + V (past) + ... e.g. He acted and mimed perfectly.	a. Pre-reading 1) The students examine the picture of 'Zoo' dan guess the theme/topic of the text. 2) The teacher presents the title of the text (The Zoo Job Story), and the students guess the type and the content of the text. 3) The students make a list of words that might appear in the text. b. Whilst-reading 1) Without using dictionary, the	By the end of the study, the students are expected to be able to: 1. Preview the general ideas of the text and the text type according to the clues. 2. Draw inferences of certain information . 3. Guess the word meaning from the context.

							<p>students read the text (The Zoo Job Story) silently and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note/questions and comments in the free space.</p> <p>c. Post-reading</p> <p>1) The students compare the result of the marking and annotating with their partners' work.</p> <p>2) The students do discussion to answer the questions.</p>	
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	Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.	Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.	A murder mystery	Narrative text: 'A Murder Mystery: The Critic in the Storm'	<ul style="list-style-type: none"> - Detective - Murder - Critic - Storm - Loud - Bleeding - Caviar 	Past progressive tense: S + aux (past) + V _{ing} + ... e.g. The hotel manager was standing there.	a. Pre-reading 1) Working in the group, the students guess the content of the text based on the title. 2) The students brainstorm the words that might appear in the text. b. Whilst-reading 1) Without using dictionary, the students read the text (A Murder Mystery: The Critic in the Storm) and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note	By the end of the study, the students are expected to be able to: <ol style="list-style-type: none"> 1. Preview the general ideas and the text type according to the clues. 2. Draw inferences of certain information. 3. Guess the word meaning from the context. 4. Retell the story.
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							<p>according to the questions.</p> <p>c. Post-reading</p> <p>1) Working in the group, the students discuss the mystery in the text (who the murderer and how he/she kills the victim).</p> <p>2) The students retell the story and present the result of the discussion.</p>	
	Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.	Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.	Love	Narrative text: 'Silent Love'	<ul style="list-style-type: none"> - Couple - Objected - Overseas - Marry - Accident - Voice - Sad 	<p>Direct speech: S + V, "S + V + ..." or S + V, "Question word + aux + S + ...?"</p> <p>e.g. She asked, "How deep is your love for me?"</p>	<p>a. Pre-reading</p> <p>1) The students guess the content of the text based on text.</p> <p>2) The students brainstorm the words that might appear in the text.</p> <p>b. Whilst-reading</p> <p>1) Without using dictionary, the students read the</p>	<p>By the end of the study, the students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Preview the general ideas and the text type according to the clues. 2. Draw

							<p>text and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note according to the questions.</p> <p>c. Post-reading</p> <p>1) The students make a diagram of the story</p> <p>2) The students make a summary or dialogue of one part of the story.</p>	<p>inferences of certain information .</p> <p>3. Guess the word meaning from the context.</p> <p>4. Retell the story.</p>
II	Understanding the meaning of short functional text and monologue in the forms of	Responding to the meaning of the monologue text using spoken language accurately,	Nuclear Power	Hortatory exposition text: 'Nuclear Power Plant'	<ul style="list-style-type: none"> - Nuclear - Power plan - Energy - Emission - Radioacti 	<p>Passive voice: S + aux + V₃ + ...</p> <p>e.g. Indonesia is estimated to face energy</p>	<p>a. Pre-reading</p> <p>1) The students watch video about nuclear power plan blast in Japan.</p> <p>2) The students</p>	<p>By the end of the study, the students are expected to be able to:</p> <p>1. Preview the</p>

	narrative, spoof and hortatory exposition text.	fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.			ve - Green, - Alternative	crisis.	<p>predict the topic of the text and brainstorm the words that might appear in the text.</p> <p>3) Presenting the title of text, the students make a list of information that they can get from the text.</p> <p>b. Whilst-reading</p> <p>1) In turns, the students read the text and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and answer the questions.</p> <p>c) Post-reading</p> <p>1) The students compare the</p>	<p>general ideas and the text type according to the clues.</p> <p>2. Draw inferences of certain information .</p> <p>3. Guess the word meaning from the context.</p> <p>4. Predict the information that might appear.</p>
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							<p>predicted information with information in the text.</p> <p>2) The students retell the text.</p>	
	<p>Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.</p>	<p>Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.</p>	<p>After graduation</p>	<p>Hortatory exposition texts: 'Career after Graduation' and 'Why College is Important'</p>	<p>College, graduate, opportunity</p> <p>'successfull, skill, experience, colleague</p>		<p>a. Pre-reading</p> <p>1) The students watch a video about graduation.</p> <p>2) The students express their planning after graduating from senior high school.</p> <p>3) The students make a group of five to six.</p> <p>4) The teacher distributes texts containing pieces of paragraphs and analysis sheet for each group (there are two texts: 'Career after</p>	<p>By the end of the study, the students are expected to be able to:</p> <p>1. Preview the general ideas and the text type according to the clues.</p> <p>2. Draw inferences of certain information .</p> <p>3. Guess the word meaning from the</p>

							<p>Graduation' and 'Why College is Important')</p> <p>b. Whilst-reading</p> <p>1) Each member of the group gets one piece of paragraph and reads it aloud for the group and then puts brackets on the difficult words, circles the connecting word, underlines the supporting ideas, double underline the main ideas.</p> <p>2) Working in group, the students arrange the paragraph to be a good one.</p> <p>3) The students reread the arranged paragraph and fill in the blank</p>	<p>context.</p> <p>4. Determine the author's intention in writing the text.</p>
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							<p>sentences.</p> <p>c. Post-reading</p> <p>1) The students discuss the questions provided in the text.</p> <p>2) The students retell the text and conclude the objective of the text.</p> <p>3) The students share their attitude after graduating based on the text.</p>	
	Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.	Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory	Facebook	Hortatory exposition text: 'Facebook'	Social networking, addictive, website, virus,		<p>a. Pre-reading</p> <p>1) Presenting some words, the students predict the topic of the text.</p> <p>2) The students fill in the table of what they already know about 'Facebook'</p>	<p>By the end of the study, the students are expected to be able to:</p> <p>1. Preview the general ideas and the text type according</p>

		exposition text.					<p>3) The students examine some news headlines in the slideshow to predict the content of the text.</p> <p>4) The students continue to fill in the table of the information that they might get from the text.</p> <p>b. Whilst-reading</p> <p>1) In turns, the students read aloud each paragraph while the other students listen to and read silently and also put brackets on the difficult words, underline the main idea and write comment about the content</p>	<p>to the clues.</p> <p>2. Draw inferences of certain information .</p> <p>3. Guess the word meaning from the context.</p> <p>4. Retell the text.</p>
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							<p>of the text.</p> <p>2) Then, the teacher takes the students' paper and turns it around to the next students before they read the next paragraph.</p> <p>c. Post-reading</p> <p>1) The students discuss the text based on the questions in Activity 4.</p> <p>2) The students express their opinions about 'Facebook' in the form of simple hortatory exposition text.</p>	
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LESSON PLAN 1

School : SMA Negeri 3 Bantul
Subject : English
Class/semester : XI IPA 1
Text type : Spoof
Skill : Reading
Meeting : 1(Cycle 1)

A. Standard Competence

Comprehending the meaning of short functional text and simple essay in the forms of spoof, narrative, and hortatory exposition text in the daily life context and in order to access knowledge.

B. Basic Competence

Responding to the meaning and rhetorical steps of the essay using written language accurately, acceptably for the daily life context and in order to access knowledge.

C. Learning Objectives

Presenting a spoof text, the students are expected to be able to:

1. Preview the general ideas of the text and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas of the text and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.

E. Learning Material

Spoof text: 'The Zoo Job Story'

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening
 - a. Lead-in
 - b. Reviewing previous lesson
2. Main activities
 - a. Pre-reading

- 1) The students examine the picture of 'Zoo' dan guess the theme/topic of the text.
- 2) The teacher presents the title of the text (The Zoo Job Story), and the students guess the type and the content of the text.
- 3) The students make a list of words that might appear in the text.
- b. Whilst-reading
 - 1) Without using dictionary, the students read the text (The Zoo Job Story) silently and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note/questions and comments in the free space.
- c. Post-reading
 - 1) The students compare the result of the marking and annotating with their partners' work.
 - 2) The students do discussion to answer the questions.
3. Closing
 - a. The teacher (researcher) asks the difficulties.
 - b. The teacher (researcher) concludes the material.
 - c. Closing

H. Media and Sources

1. Media: whiteboard, projector, computer, students' worksheet
2. Source: Students' Workbook, dictionary

I. Assessment

Instrument: rubric (enclosed)

Students' worksheet

Activity 1

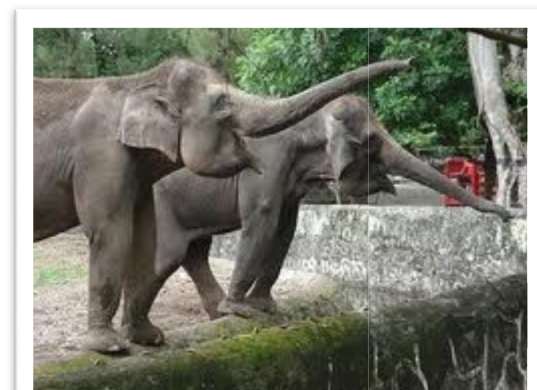
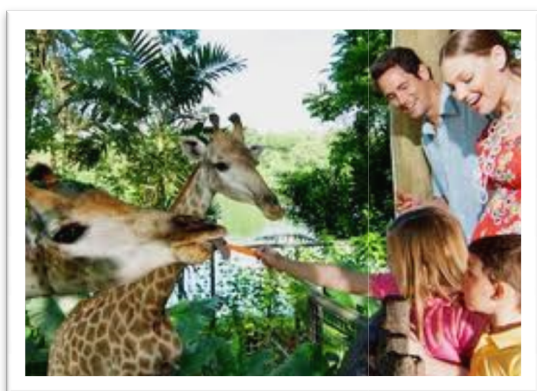
What do you know about anecdote, comedy and spoof? How they are different or similar? Make a table like the one below to show the differences or similarities.

Share your ideas with your friends.

Genres	Characteristic	Typical plot	Writer' purpose writing this kind of genre
Anecdote			
Spoof			

Activity 2

Examine the pictures below to predict the theme of the story you are going to read.



Theme:

“The Zoo Job Story”

The story you are going to read is entitled “**The Zoo Job Story**”. What can you predict about the story? What kind of text would it be?

Make a list of words that might be appear in that text.

List of words

1. ...
2. ...
3. ...
4. ...
5. ...
6. ... etc.

Share your list with your friend.

Do you know all those words mean?

Activity 3

Read the following passage carefully to answer the questions following the text. While you are reading: underline the main idea with a double line and the major details with a single line, circle the key words, put brackets to the unfamiliar words, and write notes or comments in the margin.

The Zoo Job Story

One day a clown was visiting the zoo and attempted to earn some money by making a street performance. He acted and mimed perfectly some animal acts. As soon as he started to drive a **crowd**, a zoo keeper grabbed him and dragged him into his office. The zoo keeper explained to the clown that the zoo's most popular gorilla had died suddenly and the keeper was fear that attendance at the zoo would fall off. So he offered the clown a job to dress up as the gorilla until the zoo could get another one. The clown accepted this great

opportunity.

So the next morning the clown put on the gorilla suit and entered the cage before the crowd came. He felt that it was a great job. He could sleep all he wanted, played and made fun of people and he drew bigger crowds than he ever did as a clown. He pretended the gorilla successfully.

However, eventually the crowds were tired of him for just swinging on tires. He began to notice that the people were paying more attention to the lion in the next cage. Not wanting to lose the attention of his audiences, he decided to make a spectacular performance. He climbed to the top of his cage, crawled across a partition, and **dangled** from the top to the lion's cage. Of course, this made the lion furious, but the crowd people loved it.

At the end of the day the zoo keeper came and gave him a raise for being such a good attraction. Well, this went on for some time, he kept **taunting** the lion, the audience crowd grew a larger, and his salary kept going up. Then one terrible day happened. When he was dangling over the furious lion, he slipped and fell into the lion cage. The clown was really in big terrible situation. He was terrified.

Sooner the lion gathered itself and prepared to pounce. The clown was so scared. He could do nothing and he began to run round and round the cage with the lion close and closer behind. Finally, the lion could catch him. The clown started screaming and yelling, "Help me, help me!", but the lion was quick and pounces. The clown soon found himself flat on his back looking up at the angry lion and suddenly he heard a voice from the lion's mouth, "Shut up you idiot! Do you want to get us both fired?".

(<http://www.englishdirection.com>)

Activity 4

Compare your annotation with your friends'. Do you find any differences about the main ideas and supporting details? How about the key words?

Discuss with your friends for the same ideas if there is any difference.

Activity 5

Reread the text above once more to answer the following questions.

1. What can you infer about the clown?

2. Based on information in the text, what can you say about the zoo?

3. What conclusions you can draw about the lion? How do you know you are right?

4. What does 'crowd' refer to?

5. Which picture that shows the meaning of the word 'dangled'?



A



B



C

6. What does 'taunting' most likely mean?

7. What makes this text as spoof text? How does the author organize the ideas?

LESSON PLAN 2

School : SMA Negeri 3 Bantul
Subject : English
Class/semester : XI IPA 1
Text type : Narrative
Skill : Reading
Meeting : 2 (Cycle 1)

A. Standard of Competence

Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.

B. Basic Competence

Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.

C. Learning Objectives

Presenting a narrative text, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the story.

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the story.

E. Learning Material

Narrative text: 'A Murder Mystery: The Critic in the Storm'

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening

- a. Lead-in.
- b. The students make groups and name the group with their favorite detective.
- 2. Main activities
 - a. Pre-reading
 - 1) Working in the group, the students guess the content of the text based on the title.
 - 2) The students brainstorm the words that might appear in the text.
 - b. Whilst-reading
 - 1) Without using dictionary, the students read the text (A Murder Mystery: The Critic in the Storm) and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note according to the questions.
 - c. Post-reading
 - 1) Working in the group, the students discuss the mystery in the text (who the murderer and how he/she kills the victim)
 - 2) The students retell the story and present the result of the discussion.
- 3. Closing
 - a. The teacher asks the difficulties.
 - b. The teacher concludes the material.

H. Media and Sources

- 1. Media: whiteboard, projector, computer, students' worksheet
- 2. Source: Students' Workbook, dictionary

I. Assessment

Instrument: rubric (enclosed)

Students' worksheet

Pre-reading

Activity 1

**Your are going to read a story entitled "A Murder Mystery: The Critic in the Storm."
Make a prediction about what the story is about.**

A Murder Mystery: The Critic in the Storm

This story is about:

.....

.....

.....

Activity 2

Predict the words that might be appear in the text.

1. ...
2. ...
3. ...
4. ...
5. ... etc.

Whilst-reading

Activity 3

Read the text carefully to find the murderer. During the reading, you will find boxes throughout the text. Take notes about the questions you find in the box. Those will help you find the murderer.

Circle any words you do not know and then guess their meanings. You may use the dictionary after reading.

A Murder Mystery: The Critic in the Storm

Edward Grimsley, the world-famous detective, was spending his vacation on a small Caribbean island. On Grimsley's second night at the hotel, strong winds and heavy rains chased the island. However, Grimsley was surprised by the knock on his door at 11:00 P.M.

The hotel manager was standing there. He looked worried. The wind outside was very loud; thus, when he spoke, he had to shout.

"Mr. Grimsley," he said, "we have a problem. I know this is your vacation, but I hope you can help us. A hotel guest died this evening: Mr. Ambrose Pennwright."

"The famous food critic?" asked Grimsley. "Well, well. How did he die?"

"It's possible that he had a heart attack. But I'm afraid that possibly someone murdered him. The telephone lines are down from the storm, so we can't call the police yet. Can you help us?" said the manager.

Pause a moment ...

What can you conclude about the situation in the hotel?

.....

What kind of help did the hotel manager need?

.....

Would the detective help the hotel manager?

.....

You may continue ...

Grimsley followed the manager to examine the **evidence**. Ambrose Pennwright's large body was lying face down on the floor next to the small table. A bottle of wine, a glass, a plate with cheese, some caviar, and a butter knife were on the table, but there did not seem to be a gun, a sharp knife, or any other weapon anywhere. Nothing in the room seemed out of place, but Grimsley felt there was something strange about the atmosphere. He examined the body for a minute and he saw that Pennwright was not bleeding. There was a very small piece of caviar on the critic's lower lip.

"Who found the body?" Grimsley asked the manager. "And who last saw him alive?"

The manager said. "There are several people in my office. You ought to discuss the situation with them." The manager led the detective to his office. Inside, there were two men and a woman. They were silent.

Althea Pennwright, Ambrose's widow, was not crying. In fact, she seemed quite calm and relaxed. "You're going to find my husband's murderer," she said, "How nice."

Next, Grimsley met Gregory Welles, the owner of a famous restaurant in New York. “Ambrose Pennwright was my best friend,” Welles said, “and his murder is terribly unfortunate.”

Then the manager introduced Grimsley to Horace Goodbody, a vegetarian chef of a television program. “Ambrose was like a brother to me,” Goodbody said. “He got me the job on my TV show. I hope you find the killer soon.” Goodbody’s expression was similar to the widow’s and the restaurant owner’s.

Pause a moment ...

What does “evidence” (paragraph 6 line 1) refer to?

.....

How did the people in the office feel about the Ambrose dead?

.....

You may continue ...

Grimsley shook his head. “I’m confused,” he said. “You’re all talking about the murder of poor Mr. Pennwright, but nobody is sure it was murder. Possibly he died of natural causes.”

Althea’s face became hard and unpleasant. “A natural cause is possible, but I think murder is more probable. Everyone hated my husband. He was rich, intelligent, and powerful, but he was a terrible person. None of us is upset about his death. Unfortunately, we all have our reasons.”

“Gregory Welles was afraid of my husband,” Mrs. Pennwright continued. “The food in his restaurant looks and tastes wonderful, but the quality is very poor. It contains chemicals and is worse than junk food. My husband found out and was writing an article about it when he came here.”

“Horace Goodbody,” she continued, “is not an honest person. He has a very popular TV program. Every vegetarian in America watches it. However, in real life, Horace’s **diet** consists mainly of fast food. In fact, he isn’t even a vegetarian. My husband was planning to write it in his next article. Horace knew this; thus, he was afraid of losing his TV show.”

Goodbody had an unhappy expression on his face. “And you, Mrs. Pennwright?” Grimsley asked. “Why did you hate your husband?”

“Why did I hate my husband?” Mrs. Pennwright replied. “He had a terrible personality. We were always arguing. I wanted to see a marriage **counselor**, but he wouldn’t even talk about it.”

"He had a drinking problem. Because of his job, he was always eating. He became terribly overweight. Yes, I hate him."

Pause a moment ...

What does "diet" mean?

.....

What does "counselor" refer to?

.....

Why is Welles afraid of Ambrose?

.....

What is Althea's intention by telling that everybody hates her husband?

.....

You may continue ...

She stared straight into Grimsley's eyes. "However," She said, "I did not kill him. When I last saw him, he was eating some cheese, drinking some wine, and reading a magazine. I left the hotel room and talking with Mr. Goodboy in bar all evening. Then Mr. Welles ran in and told us about Ambrose."

"Aha!" said Grimsley. "You found the body, Mr. Welles?"

"Yes," Welles said. "I was walking past the Pennwrights' room when I heard low voice inside: someone needed help! The door was locked. After I tried for about five minutes to open it, I finally broke down the door. Unfortunately, I was too late. There was Ambrose on floor - dead. He was lying on top of the magazine. I ran to the hotel manager, and then I told Mrs. Pennwright and Mr. Goodbody about the murder, and we came into this office."

"Hmmm...." Grimsley walked slowly back and forth for several minutes. Then he stopped.

"Aha!" he finally shouted. "I know the answer of this mystery- the murderer and the murder weapon! I am quite sure that...."

Pause a moment ...

Does Horace have alibi?

.....

Do you believe Gregory tells the truth? How do you know?

.....

Who do you believe the murderer? How did he/she do it?

.....

What will the detective say/do next?

.....

*Finish***Activity3**

Read again the story above by paying attention to your notes. Then discuss with your friends: who commits the murder and show your evidence.

Post- reading**Activity 4**

Retell the story above using your own language in front of the class and give your hypothesis about the murderer.

Give your respond to your friend's performance.

LESSON PLAN 3

School	: SMA Negeri 3 Bantul
Subject	: English
Class/semester	: XI IPA 1
Text type	: Narrative
Skill	: Reading
Meeting	: 3 (Cycle 1)

A. Standard of Competence

Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.

B. Basic Competence

Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.

C. Learning Objectives

Presenting a narrative text, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the story.

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the story.

E. Learning Material

Narrative text: 'Silent Love'

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening

- a. Lead-in.
- 2. Main activities
 - a. Pre-reading
 - 1) The students guess the content of the text based on text.
 - 2) The students brainstorm the words that might appear in the text.
 - b. Whilst-reading
 - 1) Without using dictionary, the students read the text and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and write a note according to the questions.
 - c. Post-reading
 - 1) The students make a diagram of the story
 - 2) The students make a summary or dialogue of one part of the story.
- 3. Clossing
 - c. The teacher asks the difficulties.
 - d. The teacher concludes the material.

H. Media and Sources

- 1. Media: whiteboard, projector, computer, students' worksheet
- 2. Source: Students' Workbook, dictionary

I. Assessment

Instrument: rubric (enclosed)

Students' worksheet

Pre-reading

Have you ever fallen in love? Do you have a boyfriend/girlfriend? How does your love go on?

.....

.....

Activity 1

You are going to read a love story: "Silent Love." But, before you read, please answer the following questions.

Silent Love

1. According to the title, what is the tone of the story: sentimental, bitter, humourous, or objective?

2. Does it tell about the relationship of a couple, parent and children, friends, or others?

3. What problems do the main characters have to solve?

4. Make a list of words that may appear in the text.

...

...

...

...

...

...

...

...

...

Whilst-reading

Activity 3

Read the following passage carefully to answer the questions following the text. While you are reading: underline the main idea with a double line and the major details with a single line, circle the key words, put brackets to the unfamiliar words, and write notes or comments in the margin.

You may use the dictionary after reading.

Silent Love

Once, there was a couple who love very much each other. From the very beginning, the girl's family objected strongly on her dating this guy. Saying that it had got to do with family background and that the girl would have to suffer for the rest of her life if she were to be with him.

Due to family's pressure, the couple **quarreled** very often. Though the girl loved the guy deeply, but she always asked, "How deep is your love for me?"

As the guy was not good with his words, this often caused the girl to be very upset. Because of that and the family's pressure, the girl often vented her anger on him. As for him, he only endured it in silence.

Pause a moment ...

1. How old the couple probaly are? _____
2. Did the girl's family dislike the guy? _____
3. What did the girl likely to say by asking how deep the guy love her? _____
4. What does 'quarreled' mean? _____

You may continue ...

After a couple of years, the guy finally graduated and decided to further his studies in overseas. Before leaving, he proposed to the girl, "I'm not very good with words. But all I know is that I love you. If you allow me, I will take care of you for the rest of my life. As for your family, I'll try my best to talk them round. Will you marry me?"

The girl agreed. With the guy's determination, the family finally gave in and agreed to let them get married. So before he leaved, they got engaged.

The girl went out to the working society, whereas the guy was **overseas**, continuing his studies. They sent their love through emails and phone calls. Though it was hard, but both never thought of giving up.

Pause a moment ...

1. Based on the text, the girl's family didn't bless them because _____
2. What does 'overseas' most likely mean? _____

You may continue ...

One day, while the girl was on her way to work, she was **knocked down** by a car that lost control. When she woke up, she saw her parents beside her bed. She realized that she was badly injured. Seeing her mum crying, she wanted to comfort her. But she realized that all that could come out of her mouth was just a sigh. She has lost her voice.

The doctors said that the impact on her brain has caused her to lose her voice. Listening to her parents' comfort, but with nothing coming out from her, she broke down.

During the stay in hospital, besides silence cry, it was still just silence cry that companied her. Upon reaching home, everything seemed to be the same, except for the ringing tone of the phone, which pierced into her heart every time it rang. She did not wish to let the guy know. She wrote a letter saying that she did not wish to wait any longer and sent the ring back to him.

Pause a moment ...

1. What does 'knock down' refer to? _____
2. What did the girl probably think when she wrote the letter? _____
3. When the guy receiving the letter, how might the guy probaly feel ? _____
4. How might the guy respond the letter? _____

You may continue ...

In return, the guy sent millions and millions of reply, and countless of phone calls. All the girl could do, besides crying, was still crying.

The parents then decided to move away, hoping that she could eventually forget everything and be happy. In the new environment, the girl learnt sign language and started a new life.

One day, her friend came and told her that he was back. She asked her friend not to let him know what happened to her. Since then, there wasn't any more news of him.

A year had passed and her friend came with an envelope, containing an invitation card for the guy's wedding. The girl was **shattered**. When she opened the letter, she saw her name in it instead.

When she was about to ask her friend what's going on, she saw the guy standing in front of her. He used sign language telling her "I've spent a year to learn sign language. Just to let you know that I've not forgotten our promise. Let me have the chance to be your voice. I love you."

Pause a moment ...

1. What does 'shattered' refer to? _____
2. What did the guy likely to say by putting the girl's name on the invitation card? _____
3. What had the guy promised to the girl? _____
4. According to the text, how might the girl respond to the guy's sentences? _____

Stop, but you may reread the story.

Post- reading

Activity 4

Reread the story "Silent Love" once more and then make your own paragraph OR dialog about how the story will end. Then, exchange it with your friend's. Do you agree with his/her work?

LESSON PLAN 4

School : SMA Negeri 3 Bantul
Subject : English
Class/semester : XI IPA 1
Text type : Hortatory exposition
Skill : Reading
Meeting : 4 (Cycle 2)

A. Standard of Competence

Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.

B. Basic Competence

Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.

C. Learning Objectives

Presenting a hortatory exposition, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Predict the information that might appear.

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Predict the information that might appear.

E. Learning Material

Hortatory exposition text: 'Nuclear Power Plant'

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening
 - a. Lead-in.

2. Main activities

a. Pre-reading

- 1) The students watch video about nuclear power plant blast in Japan.
- 2) The students predict the topic of the text and brainstorm the words that might appear in the text.
- 3) Presenting the title of text, the students make a list of information that they can get from the text.

b. Whilst-reading

- 1) In turns, the students read the text and put brackets on the difficult words, circle the keywords, underline the supporting ideas, double underline the main ideas, and answer the questions.

c. Post-reading

- 1) The students compare the predicted information with information in the text.
- 2) The students retell the text.

3. Closing

- a. The teacher asks the difficulties.
- b. The teacher concludes the material.

H. Media and Sources

1. Media: whiteboard, projector, computer, students' worksheet
2. Source: Students' Workbook, dictionary

I. Assessment

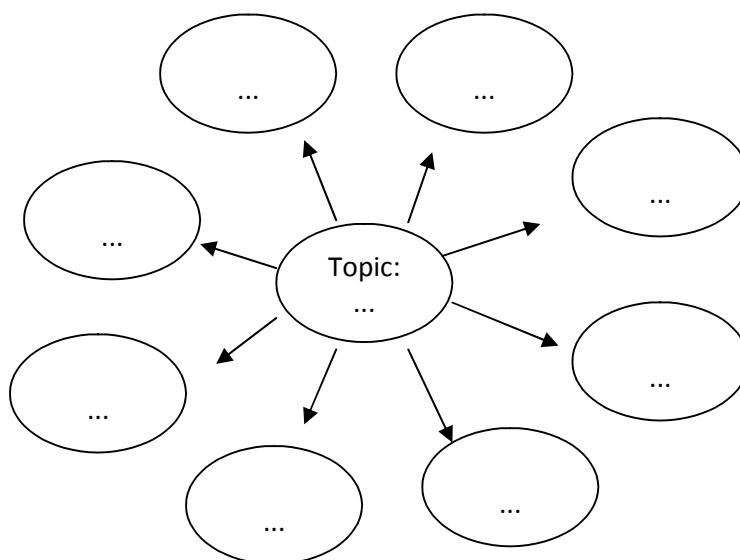
Instrument: rubric (enclosed)

Students' Worksheet

Pre-reading

Activity 1

You are going to watch a video and decide the topic relating to the video. Then, brainstorm the possible words related to the topic.



Activity 2

The text you are going to read is entitled “NUCLEAR POWER PLANT”. Discuss with your friends the possible information that is in the text.

“NUCLEAR POWER PLANT”

List of information:

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ... etc.

Whilst-reading

Activity 3

Read the following text carefully to answer your questions. Give your comments or even questions on the right side of the text.

NUCLEAR POWER PLANT



Since a lot people use many electrical devices, Indonesia is estimated to face energy crisis in next 40 to 50 years. And it's clear that the government see nuclear as the future alternative energy resource to generate electrical power. However, there are some points that should be considered before deciding nuclear as the best alternative of energy supply.

The first is its feasibility. Nuclear energy uses uranium as fuel, which is available on earth only in limited quantities. The supply of uranium is expected to last only for the next 30 to 60 years depending on the actual demand. The more uranium is used during the operation of the nuclear power plant it won't be available any more for future generations.

Secondly, although nuclear is stated more **green**, its effect on the reducing gas emission is small, 10 %. Therefore, nuclear energy could contribute only little to reduce the cause of global warming.

Thirdly, during the operation of nuclear power plants, radioactive waste is produced, which in turn can be used for the production of nuclear weapons. In addition, the same procedure used to design nuclear power plants can be strongly used to build nuclear weapons. And there is a possibility that nuclear power plants as well as nuclear waste could be preferred targets for terrorist attacks.

And the most important thing is that the problem of radioactive waste is still an unsolved one. Both the nuclear waste as well as

Is it trusted? Fact or issue?

Is the uranium available in Indonesia?

retired nuclear plants are a life-threatening legacy for hundreds of future generations. Many nuclear wastes remain radioactive and have to be carefully looked after for several thousand years (10.000 years according to United States Environmental Protection Agency standards).

For those reasons, it's better for government to rethink the use of nuclear as the alternative energy. Indonesia is rich of alternative energy resources such as solar energy, tidal energy, geothermal energy, wind as well as waterpower. There won't be a great loss to exploit one of them and more low-risk.

Post- reading

Activity 4

Discuss with your friends the following questions to choose the best answer.

1. What does 'power plant' most likely mean?
 - a. a factory where electricity is produced
 - b. a device that produces energy
 - c. an alternative energy resource
 - d. a vegetation that supply energy

2. What does 'green' most likely mean?
 - a. The color of grass
 - b. relating to the protection of the environment
 - c. to do more to protect nature and the environment
 - d. aware of environmental issues

3. According to the text, has the government decided the using of nuclear power as the alternative energy supply? How do you know?

☐ Yes
 ☐ No
 ☐ In consideration

Because ...

4. According to the text, does Indonesia have nuclear power plant?

☐ Yes, it has.
 ☐ In process of building.
 ☐ No, it doesn't have any.

5. What can you infer about nuclear power?
 - a. It is an unrenewable energy resource.
 - b. It is high-risk for every organism.
 - c. It contributes to the greenhouse effect.
 - d. Without nuclear power plan, Indonesia will face crisis energy.

6. Where is the text most likely to come from? You can choose more than one.

- | | |
|--------------------------|---------------------------|
| a. A newspaper article | e. An advertisement |
| b. An academic journal | f. An information leaflet |
| c. A class wall magazine | g. A school magazine |
| d. An announcement | h. Others: ... |

7. What is the main purpose of the writer in the text?

- | | |
|------------------------------------|--|
| <input type="checkbox"/> To inform | <input type="checkbox"/> To persuade |
| <input type="checkbox"/> To define | <input type="checkbox"/> To recommend |
| <input type="checkbox"/> To warn | <input type="checkbox"/> To compare and contrast |

8. What can you infer about the writer's intention of nuclear power plant?

- ☐ Totally disagrees ☐ Disagrees ☐ Neutral ☐ Agrees ☐ Strongly agrees

Activity 5

Discuss with your friends about the following questions.

Do you agree with the writer's intention of nuclear power plan? What is your opinion about nuclear power plan? In your opinion, what should the government do for the crisis energy?

.....

.....

.....

.....

.....

.....

LESSON PLAN 5

School	: SMA Negeri 3 Bantul
Subject	: English
Class/semester	: XI IPA 1
Text type	: Hortatory exposition
Skill	: Reading
Meeting	: 5 (Cycle 2)

A. Standard of Competence

Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.

B. Basic Competence

Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.

C. Learning Objectives

Presenting a hortatory exposition, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Determine the author's intention in writing the text

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Determine the author's intention in writing the text.

E. Learning Material

Hortatory exposition text: 'Career after Graduation' and 'Why College is Important'.

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening

- a. Lead-in.
- 2. Main activities
 - a. Pre-reading
 - 1) The students watch a video about graduation.
 - 2) The students express their planning after graduating from senior high school.
 - 3) The students make a group of five to six.
 - 4) The teacher distributes texts containing pieces of paragraphs and analysis sheet for each group (there are two texts: 'Career after Graduation' and 'Why College is Important')
 - b. Whilst-reading
 - 1) Each member of the group gets one piece of paragraph and reads it aloud for the group and then puts brackets on the difficult words, circles the connecting word, underlines the supporting ideas, double underline the main ideas.
 - 2) Working in group, the students arrange the paragraph to be a good one.
 - 3) The students reread the arranged paragraph and fill in the blank sentences.
 - c. Post-reading
 - 1) The students discuss the questions provided in the text.
 - 2) The students retell the text and conclude the objective of the text.
 - 3) The students share their attitude after graduated based on the text.
- 3. Closing
 - c. The teacher asks the difficulties.
 - d. The teacher concludes the material.

H. Media and Sources

- 1. Media: whiteboard, projector, computer, students' worksheet
- 2. Source: Students' Workbook, dictionary

I. Assessment

Instrument: rubric (enclosed)

Why is College Important

College is the best choice for students after high school graduation. Although it needs more cost and time, college education promises a better life. Let's look at a few reasons why it is vitally important and beneficial.

The first reason is for better job. We should know that a college degree opens up many better doors of employment and promotions in the future. By having a college degree, employers (*be + convince*) that we have working knowledge and can cope with a competitive work environment as well. Our skills (*can + also + see*) higher than someone who does not have a college education.

Experiences are also one motive in continuing education. College serves greater experiences as well as work opportunity. In college, we can learn how to manage our lives. It is common that most college students are juggling their college life between studying for their exams and earning money through small jobs to support their college tuition. In addition to this, they are enjoying the benefits of a good social life, parties and lots of friends from many organizations and clubs. These experiences can transform teenagers into adults, and gears them up for the real world.

Another reason is the fact that we will make a large network of close friends in college. It's obvious that some of them may share a strong bond for our life, and this may also help in building a network of career opportunities in the future.

At last, college education also helps us to develop our confidence and grow as human beings since we'll meet various kinds of people. This can open our mind to see the world as it really is, and learn to accept people for what they are.

Therefore, since college promises greater avenues and possibilities, it (*must + not + ignore*) at any cost. If we don't want to regret our decision later, education is the best way for our better life. Keep study!

Career after graduation

There is always a debate about our decision after graduating from high school. Which one is better, earning money or getting further education in college? College is expensive and it's not the all after all. So getting job is one reasonable option after graduation.

First, college today is costly but doesn't promise success. Facts show that successful people like [Bill Gates](#) of Microsoft® and Mary Kay Ash of Mary Kay Cosmetics® are college dropouts. In addition, we have to consider that not everybody is suited for college. Some students, who don't have the smarts or the grades for college, are quite successful in life without getting a college education. In other words, college doesn't promise success.

Moreover there are a lot of jobs that do not need college education. The skills needed for those jobs (*be + easily + learn*) . For example, let's just say you want to work as a plumber or a teller in a bank; do you really need to go to college for that? Will it make the job easier? Well, many people disagree with this.

Another reason of why is better career than college is that a lot of benefits (*can + gain*) from it. A lot of friends and colleagues are one of the benefits and experiences are the other. Good networking of friends and experiences are important to improve our career.

The most important thing in getting a job is that we will more responsible and independent for our own life. We can make our own living from the salary we get so that we can pay our needs. Even if we still have desire to go to college, we can spend the money for the tuition.

After all, there is no disadvantage in getting a job after graduation. Even it serves a solution nowadays. Therefore career option (*should + not + underestimate*); we can build a big business from it. So, just put career on your plan.

5. Does the author use evidence/reason appropriately to support the arguments? If yes, can we trust it?

.....

.....

6. Do you agree with the author's opinion and recommendation?

.....

.....

7. What is your plan after graduation?

.....

.....

LESSON PLAN 6

School : SMA Negeri 3 Bantul
Subject : English
Class/semester : XI IPA 1
Text type : Hortatory exposition
Skill : Reading
Meeting : 6 (Cycle 2)

A. Standard of Competence

Understanding the meaning of short functional text and monologue in the forms of narrative, spoof and hortatory exposition text.

B. Basic Competence

Responding to the meaning of the monologue text using spoken language accurately, fluently and acceptably in the forms of narrative, spoof and hortatory exposition text.

C. Learning Objectives

Presenting a hortatory exposition, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the text.

D. Indicators

By the end of the study, the students are expected to be able to:

1. Preview the general ideas and the text type according to the clues.
2. Draw inferences of certain information.
3. Guess the word meaning from the context.
4. Retell the text.

E. Learning Material

Hortatory exposition text: 'Facebook'.

F. Teaching Method

Three Phase Reading

G. Procedures

1. Opening
 - a. Lead-in.

2. Main activities

a. Pre-reading

- 1) Presenting some words, the students predict the topic of the text.
- 2) The students fill in the table of what they already know about 'Facebook'.
- 3) The students examine some news headlines in the slideshow to predict the content of the text.
- 4) The students continue to fill in the table of the information that they might get from the text.

b. Whilst-reading

- 1) In turns, students read aloud each paragraph while the other students listen to and read silently and also put brackets on the difficult words, underline the main idea and write comment about the content of the text.
- 2) Then, the teacher takes the students' paper and turns it around to the next students before they read the next paragraph.

c. Post-reading

- 1) The students discuss the text based on the questions in Activity 4.
- 2) The students express their opinion about 'Facebook' in the form of simple hortatory exposition text.

3. Closing

- a. The teacher asks the difficulties.
- b. The teacher concludes the material.

H. Media and Sources

1. Media: whiteboard, projector, computer, students' worksheet
2. Source: Students' Workbook, dictionary

I. Assessment

Instrument: rubric (enclosed)

Students' worksheet

Pre-reading

Activity 1

Examine the following words to predict the topic of the text you are going to read.

Friends – internet – chatting – social network – status – wall

Topic: ...

Activity 2

Examine the following online-newspapers to predict what the text is going to tell.



The screenshot shows the BBC website's Asia Business section. The main headline is "Facebook faces criticism on privacy change". The sub-headline reads: "Digital rights groups and bloggers have heaped criticism on Facebook's changed privacy policy. Critics said the changes were unwelcome and 'nudged' people". There is a small image of a Facebook interface on the right.



The screenshot shows the JakartaGlobe website. The main headline is "Sexual Predators Hunt For Child Trafficking Victims On Facebook". The date is "February 17, 2010". There is a small image of a person looking at a computer screen. The text continues: "Several cases where sexual predators have searched for child trafficking victims using Facebook have been reported in Surabaya, East Java. The National Commission for Child Protection said they had received 25 reports about alleged child kidnapping, harassment and trafficking so far this year from Surabaya where Facebook was used as the method of contact. The commission's secretary general Arist Merdeka".



The text will about:

.....

Whilst-reading

Activity 3

Read the text of “Things You Should Realize About Facebook” and fill in the table below about things you already know about Facebook, things you want to know, and things you have learnt about Facebook after you read the text.

I know that ...	I want to know about ...	I learnt ...

Things You Should Realize About Facebook

Who is not in Facebook these days? Facebook has become a new trend on social networking and has changed the way people socialize with one another. We help us to keep in touch with old friends as well as meet a new friend. However it seems that Facebook has more negatives than the positives.

Firstly, as a social networking, the **opportunity to lose all privacy is high**. Facebook offers the opportunity to meet new people -- and connect with old friends -- but it also offers us the lovely opportunity to take our privacy and **throw it out the window**. Although there are settings to protect our privacies, but actually information about us is still available on the internet and even if only our very best, best friend is allowed to see it, there's still a chance that someone, somehow, will see it too. Some people are very

careful with what they put online but there are plenty of people who have suffered from a lack of privacy due to Facebook.

Secondly, Facebook is addictive and time consuming. Once we are addicted, it's hard to stop using it. Although it's not like being addicted to smoke or drug, it is a modern addiction that makes many people will check their profile status every minute. It costs much time; less time will spent on actual verbal and social interaction or doing something meaningful. Our time will be wasted on reading something that is unimportant such as what people ate for lunch or how they are feeling at that moment.

Thirdly, Facebook is high-risk virus attack. No matter how secure a website is, hackers always find a way around so they can try to spread **worms** and viruses via the website. Since news spreads very fast on Facebook, a click on an unknown link is all that is needed to spread the virus to your friends, their friends and so on. It is always good to be careful before clicking links and following them.

And fourthly, Facebook's *Terms Of Service* are completely one-sided. Facebook's *Terms Of Service* state that not only do they own our data (section 2.1), but if we don't keep it up to date and accurate (section 4.6), they can terminate our account (section 14). It's so annoying to know that we are obliged to always update the data accurately but they can do anything to it. How if a hacker stole our data and use it for crime? Who will get the trouble then?

Therefore, just stay out of possible trouble from Facebook. Or if you're too care keeping your account, protect yourself by using proper privacy settings, and don't set your Facebook password and email password to be the same. Moreover, there are real gifts, real games, and real people out there. Interact with them in real life and use Facebook as a tool to keep in touch with people, but not as a replacement for doing so.

Post- reading

Activity 4

Discuss with your friends the following questions:

1. Where you can probably find the text above? You can choose more than one.

<input type="checkbox"/> A newspaper article	<input type="checkbox"/> A school magazine	<input type="checkbox"/> Other:
<input type="checkbox"/> A class wall magazine	<input type="checkbox"/> An information leaflet	
2. What is the writer's intention in writing about Facebook?

☐ Totally disagrees ☐ Disagrees ☐ Neutral ☐ Agrees ☐ Strongly

agrees

3. What is the purpose of the text?

- ☐ To recommend the reader not to use Facebook
- ☐ To persuade the reader not to use Facebook
- ☐ To warn the reader about the negatives of Facebook
- ☐ To inform the negatives of Facebook

4. Does the writer use facts to support his/her argument?

- ☐ Not at all.
- ☐ Yes, but the fact couldn't be trusted.
- ☐ Yes, but the fact is insufficient.
- ☐ Yes, the fact is sufficient and can be trusted.

5. According to the text, what does 'worm' likely mean?

- ☐ A small animal with a long narrow soft body without arms, legs or bones.
- ☐ A sub-class of a virus that able to replicate itself on your system.
- ☐ An unwanted program that harm the system.
- ☐ A malicious program that able to spread rapidly.

6. What does the writer want to tell by saying ' ... throw it out the window'?

.....

.....

.....

.....

Activity 5

Write down your own *Hortatory Exposition* about your attitude toward Facebook.

.....

Thesis: (your opinion)

.....

.....

.....

.....

Arguments: (your reasons)

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Recommendation: (your suggestion)

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CRITICAL READING RUBRIC

No	Aspects	Good	Acceptable	Poor
1.	Active reading	Students consistently apply reading strategies while actively engaging with text.	Students sometimes apply reading strategies while actively engaging with text.	Students rarely apply reading strategies while actively engaging with text.
2.	Previewing general ideas of the text & text type.	Students consistently use context and text clues to predict the general ideas and type of the text accurately.	Students sometimes use context and text clues to predict the general ideas and type of the text accurately.	Students rarely use context and text clues to predict the general ideas and type of the text.
3.	Drawing inferences.	Students are consistently able to distinguish fact from opinion; recognize bias; identify implicit references made the author; and identify reasons, causes, and motives.	Students are sometimes able to distinguish fact from opinion; recognize bias; identify implicit references made the author; and identify reasons, causes, and motives.	Students are rarely able to distinguish fact from opinion; recognize bias; identify implicit references made the author; and identify reasons, causes, and motives.
4.	Guessing the words meaning.	Students consistently guess the words meaning from the context accurately.	Students sometimes guess the words meaning from the context accurately.	Students rarely guess the words meaning from the context.
5.	Retelling the story (text comprehension)	Students are consistently able to explain the information in the text and identify all important details.	Students are sometimes able to explain the information in the text and identify some important details.	Students are rarely able to explain the information in the text and identify few important details.
6.	Predicting information that	Students make reasonable predictions and use some	Students make predictions and use few/no details to make connection.	Students make irrelevant and unsupported predictions.

	might appear.	details to make connection.		
7.	Determining the author's intention in writing the text.	Students independently identify the author's purpose and tone in writing the text by showing the evidences.	Students independently identify the author's purpose in writing the text.	Students identify the author's purpose with guided assistance from teacher.

FIELDNOTES

FIELD NOTES

Note:

T: Teacher (Bapak Muji Agus)

R: Researcher (Rafidah)

S: Student

Field note 1

Tanggal : November 23, 2010
 Jam : 8.00 – 8.30 WIB
 Tempat : Ruang Piket Guru
 Agenda : Permohonan izin penelitian

Peneliti datang ke sekolah pukul 8.00 WIB untuk bertemu dengan kepala sekolah dan meminta izin penelitian. Peneliti pun langsung dipersilakan untuk bertemu langsung dengan wakil kepala sekolah urusan kurikulum yang kebetulan sedang piket (kepala sekolah sedang ada pertemuan di kantor dinas). Wakil kepala sekolah menyambut dengan ramah dan memberikan izin meneliti di awal semester baru (Januari) serta peneliti diminta berkoordinasi langsung dengan guru Bahasa Inggris (Bp. Muji Agus).

Field note 2

Tanggal : November 27, 2010
 Jam : 11.00 – 11.45 WIB
 Tempat : Ruang Guru
 Agenda : Perkenalan dengan guru Bahasa Inggris kelas XI dan permohonan izin observasi kelas.

Peneliti berkenalan dengan guru Bahasa Inggris kelas XI SMA N 3 Bantul dan meminta izin melakukan observasi kelas.

R : Selamat pagi Pak. Saya Rafidah ...

T : Oo... mbak Rafidah yang dulu ikut di penelitiannya mbak Ririn kan? Bagaimana kabarnya?

R : iya pak, benar. Alhamdulillah kabar saya baik. Dan begini pak, saya mau minta izin Bapak dan mohon pertolongan bapak.

T : iya bagaimana?

- R : saya mau ambil penelitian disini, untuk anak-anak kelas XI. Beberapa hari yang lalu saya sudah minta izin Bapak wakaur, dan beliau ngendiko, langsung berkoordinasi dengan bapak Agus saja begitu.
- T : klo dengan saya sih tidak masalah, mbak. Tapi klo untuk minggu- minggu ini, kita tinggal review saja, soalnya sudah mau ujian semester.
- R : iya pak. Kemarin pak wakaur juga ngendiko klo penelitiannya di awal semester baru saja.
- T : ya ya monggo. nanti silahkan disiapkan saja. Klo mengenai jadwal kapan masuk, saya carikan dulu kalendernya, silahkan dicatat sendiri. ...
- R : oh iya pak terima kasih. ..
- T : ngomong-ngomong penelitiannya tentang apa mbak?
- R : tentang reading strategy pak.
- T : oh, bagus itu. Yang skimming scanning itu kan mbak?
- R : semacam itu pak. Tapi strategy yg akan saya gunakan critical reading pak. Jadi nanti ada beberapa technique yang dipakai. Yang jelas nanti ada brainstorming, guessing dan annotating.
- T : hmm saya tu klo ngajarin reading anak-anak kadang sampai terheran-heran. Anak-anak klo disuruh baca ya gmana ya bilangnyanya, rada ngeyel lah. Malah pada ngobrol sendiri-sendiri. Klo ditanya sudah selesai belum bacanya, bilangnyanya sudah. Tapi klo diminta menceritakan kembali pada tidak bisa. Dan herannya, klo ujian semester nilainya kok banyak yang tujuh keatas ya.
- R : sudah belajar dulu sebelumnya mungkin pak.
- T : ya bisa saja. Tapi sepertinya hanya sedikit yang suka baca.
- R : hehe ... yah anak SMA jaman sekarang pak. Oh ya pak, mengenai kelasnya nanti bagaimana pak?
- T : lha mbaknya mau kelas yang mana? Klo disini, untuk kelas XI ada 5 kelas, 3 kelas IPA dan 2 IPS. Klo untuk kelas yang yang lainnya Cuma 4 kelas, 2 IPA dan 2 IPS, tapi untuk yang angkatan yg kelas XI ini pas membludak yang mendaftar.
- R : klo saya sih, terserah bapak saja. Insya allah, strategy nya bisa diaplikasikan ke siapa saja kok. Tapi jika diperbolehkan, mungkin nanti saya mengobvarsi kelasnya dulu. Soalnya klo saya menggunakan hasil observasi yang dengan mbak Ririn dulu, sepertinya sudah tidak valid lagi.
- T : iya benar itu. Anak-anaknya saja juga sudah naik kelas juga. Klo begitu nanti silahkan pakai saja kelas IPA 2, kemampuan rata-ratanya lumayan sama kok, tapi jumlah kelasnya yang paling banyak dibanding yang lain, klo tidak salah ada 32 anak. Tidak apa-apa to rada ribut sedikit?
- R : oh tidak apa-apa pak.terima kasih.
- T : oh ya mbak, untuk jenis- jenis teks yang panjang-panjang, untuk semester depan ada spoof, narrative, dan hortatory exposition. Tapi untuk spoof dan

narrative, tak perlu di jelaskan dari awal, soalnya udah diulang-ulang dari kelas 1. Mungkin nanti tinggal dibanyakin praktek membacanya saja. Hanya hortatory exposition yang belum pernah diajarkan sebelumnya.

R : siap pak. Dan sehubungan dengan itu, boleh saya pinjam syllabusnya pak?

T : silahkan –silahkan. Tapi saya carikan dulu.

...

Field note 3

Tanggal : February 22, 2011

Jam : 7.15-9.30

Tempat : Ruang Kelas

Agenda : Observasi Kelas

Berdasarkan jadwal sekolah, kelas dimulai pada pukul 7.15, akan tetapi , sampai 7.20 murid-murid masih banyak yang belum memasuki kelas. Seolah maklum dengan kondisi kelas, guru memulai kelas dan memimpin doa. Kemudian, beliau menanyakan kabar murid-murid dan memberi nasehat kepada murid yang terlambat dan memberi motivasi kepada seluruh murid pada umumnya. Guru kemudian memperkenalkan peneliti dan memulai pelajaran.

T : kalian masih ingat apa itu teks *spoof*?

S1 : cerita

S2 : *funny* (beberapa murid tidak memperhatikan guru)

T : wah rambutnya keren and pakaiannya parlente. Sesuai dengan orangnya. Masih ingat *spoof*? (sambil menunjuk siswa yang tidak memperhatikan/S3)

S3 : humor (beberapa siswa menyoraki dan menertawakannya)

S4 : *kuwi mau uwis. Podo ro funny mau lho.*

T : it's ok. Apa yang diingat aja. Tapi semuanya bener kok. What about the composition?

S5 : orientation, events and twist.

T : good. Benar. Teks spoof itu komposisinya ada orientation, events dan twist. Jadi jika dia bilang funny, story dan lain lain all of them are right. However, sometimes you got difficulties in understanding the funny part. Seperti dalam cerita the proffessor kemarin.

Guru kemudian mengulang pelajaran sebelumnya dalam Bahasa Indonesia. Beberapa murid masih tidak memperhatikan dan bahkan masih ada seorang siswa yang terlambat. Dia langsung masuk, duduk dan ngobrol dengan temannya tanpa meminta maaf kepada guru karena telah terlambat.

Tak lama kemudian, ada tamu yang ingin menemui guru dan datang langsung ke kelas. Mereka kemudian berdiskusi di depan pintu sekitar 3-4 menit sementara murid-murid ngobrol.

Setelah itu, guru kemudian melanjutkan pelajaran. Beliau memberitahu apa yang akan mereka pelajari hari ini.

T : *today we'll try to make a spoof text. What do you think about it? Is it quite difficult?* Pernahkah kalian mengalaminya? Seringkan kejadian-kejadian lucu yang tak terduga terjadi. (hanya beberapa murid yang mendengarkan. Guru kemudian menampilkan *jumbled sentences* yang harus murid susun melalui LCD)

T : *what is the title of the text?* (tidak ada yang menjawab. Mereka bahkan langsung menyusun kalimat itu di buku mereka dan mendiskusikannya dengan teman-teman). *I'll give you the key word. It's started from B.* Jadi teksnya dimulai dari poin B.

Guru kemudian memberikan *self assistance* kepada murid yang *mostly* duduk di sebelah timur. Sementara murid yang duduk di sebelah barat kurang mendapat perhatian sehingga lebih banyak yang mengobrol dari pada mengerjakan tugas. Ketika peneliti meminta mereka untuk segera menyelesaikan tugas, salah satu dari mereka menjawab, “ntar dulu ah, mbak. *Biasane sing diwulang yo mung sing sisih kono tok kok.* “

Kemudian guru meminta beberapa siswi maju ke depan untuk menulis jawaban mereka di papan tulis. Sementara mereka menulis jawaban di papan tulis, murid ngobrol dan guru mengerjakan sesuatu di PC kelas.

Hasil jawaban murid (yang tertulis di papan tulis) ternyata tidak ada yang benar susunannya. Kesalahan banyak terjadi pada bagian *event* dan *twist*. Guru kemudian membahas semua jawaban yang ada di papan tulis dan menjelaskan kalimat-kalimat yang salah. Guru juga menanyakan makna beberapa kata yang ada di kalimat. Sementara guru mendiskusikan jawaban, beberapa murid yang duduk di pojok kelas mengobrol dan *browsing* sesuatu dengan notebook mereka (sekolah mempunyai fasilitas free hot spot).

Bel sekolah pun akhirnya berbunyi dan guru kemudian menutup pelajaran. Murid-murid kemudian keluar untuk menuju kelas selanjutnya, sementara guru dan peneliti masih tinggal di kelas.

T : yah begitulah mbak keadaan anak-anak klo di dalam kelas. Klo kelas pagi seperti ini masih banyak yang terlambat. Biarpun sekolah sudah memberi kelonggaran 15 menit ternyata tetap sama saja. Mbak rafid sendiri juga tahu to, klo tempat pemberhentian bisnya di perempatan klodran sana. Jadi anak-anak tu harus jalan lama. blum lagi mreka kecapekan jalan.

R: kebanyakan mereka naik bus ya pak ke sekolahnya?

T : ya hamper separuhnya yang naik bis. Dulu pernah ada inisiatif, sekolah nyewa sepur mini buat jemput mreka dari perempatan sana. Tapi anak-anaknya pada malu, kayak anak kecil katanya. Jadi ya untuk sementara solusinya ya memundurkan jam masuk sekolah. Mungkin hanya di SMA ini yang mulai jam 7.15 se-bantul.

R : ah, di SMK 1 Sewon sana mulainya juga jam 7.15 pak. Adik saya sekolah disana dulu. Dan kasusnya juga mirip dg sekolah sini.

T: oh iya itu, yang di Limbah itu kan? Jauh juga itu sekolahnya dari jalan raya.

R: iya pak.

T: klo secara umum ya kemampuan anak- anak sni ya seperti tadi. Dari tingkatan kalimat saja mereka masih banyak menemui kesulitan. Masih banyak yang belum bisa bedain even dan twist. Dan klo dijelasin ya seperti tadi, banyak yang tidak memperhatikan. Siap ya untuk kelas seperti ini?

R: siap bapak. Tapi nanti mungkin saya minta masukan dari bapak dulu mengenai RPP yg saya buat sebelum dipraktekkan.

T: oh, saya percaya pada mbak rafid kok. Dan nanti klo bisa untuk teks spoof langsung dibuat production tasknya ya biar anak-anak tidak bosan disuruh baca trus.

R: iya bapak.

Para murid yang akan menggunakan kelas selanjutnya pun memasuki kelas, sehingga peneliti skemudian pamit.

Field note 4

Tanggal : February 26, 2011

Jam : 7.15-9.30

Tempat : Ruang Kelas

Agenda : Meeting 1 – Cycle 1

Kelas dimulai dengan berdoa dipimpin oleh guru. Setelah menanyakan kabar, guru memperkenalkan peneliti. Kelas dalam keadaan yang sedikit ribut karena murid baru saja pindah kelas. Setelah murid-murid siap, guru menyerahkan kelas kepada peneliti.

T : anak-anak, kalian sekarang akan diajar oleh mbak rafi. Dia akan memberikan semacam ujian kepada kalian. Yah, pada dasarnya cuma mengulang yang kemarin kok. Tapi nanti akan dinilai, jadi tolong diparhatikan dan diikuti instruksinya.

S1 : brarti ulangan pak?

T : ya kita liat aja nanti. Monggo mbak rafi.

R : terima kasih pak.

R : sebelum kita mulai, miss mau semua yang duduk dibelakang maju kedepan.
Penuhi kursi depan dulu.

Ss : yaah,...

T : ayo ayo pada maju.

S : pak *teneh ndangak* pak. *Ra penak*.

R : yaa yang baris satu dibiarkan kosong aja. Penuhi yang kedua dulu dan seterusnya.

Ss : huuu....yaah... (para murid pindah mengisi kursi depan yang masih kosong)

R : terima kasih. *Can we start the class now?* Miss mulai ya?

S : yaa ...

R : *good morning everyone*.

Ss : *good morning*.

R : *how are you*.

Ss : *fine thank you, and you?*

R : good. Ok. I know pak agus had introduced me, but it's not afdhol if i'm not introduce myself. My name is rafidah othman. And u can call me miss rafidah or miss fidah. Atau kalian mau memanggil yang lain?

S1 : mbak rafi aja.

S2: mbak othman. Mbak uut.

Setelah peneliti memperkenalkan diri dan menyapa seluruh murid, peneliti membagikan lembar kerja. Peneliti kemudian me-review materi pelajaran sebelumnya dan berdiskusi dengan dengan murid mengenai perbedaan teks anecdote dan spoof.

R; ok. Kemarin kan kalian sudah belajar text spoof, right? Masih ingat kan?

S; masih dong....

R: so you know what text spoof is, dont you?

S: text yang lucu

R: yang lucu gimana maksudny?

S: yaa lucu gitu deh. Humor.

S: yang ada twistnya.

R: ok humorous and yang ada twistnya. That's all?

S: tapi kadang gak lucu juga kok. Jadi kadang juga bingung kok bisa disebut lucu tu gimana.

R: bingung ya?

S; ho oh mbak.

R: kalau begitu sekarang liat table yang ada di worksheet.

S: yang mana mbak?

R: On the first page. Ada tiga hal disana: anecdote, comedy, and spoof. Kira-kira, are they same? Or different?

S: sama aja mbak. Lucu semua.

R: are you sure?

S: klo anecdote dan comedy lucu semua. Sedangkan spoof lucunya dibelakang.

R: ok, anecdote and comedy are funny, humorous. While spoof, the funny part is in the end. Ada yang lain?

S: sama semua. Lucu.

S: klo spoof ada twistnya sedangkan yang lain tidak.

R: udah? Any other idea?

S: wah podo kabeh mbak.

R: how about this...mm.. udah pada pernah nonton tv kan?

S: hahaha.... ya iya lah mbak.

R: so you know ovj then. opera van java.

S: iya. Sule.

R: kalau sketsa?

S: iya tahu.

R: nah, keduanya komedi bukan?

S: ya iya lah.

R: sekarang refleksikan. Adakah ciri-ciri teks spoof di keduanya.

S: ya nggak tahu lah.

R: dipikirkan dulu. (pause a moment). Nah gimana? Klo di text spoof kan ada twistnya. Bagian yang unpredictable. And somehow, it's funny. Jadi bagian yang nggak disangka-sangka itu klo dipikir-pikir bisa buat kita ketawa. So which one? Yang ada unsur spoofnya yang mana? Ovj or sketsa? Pernah nonton semua kan?

S: iya..

S: yang spoof yang sketsa.

R: good. Jadi klo di sketsa tu kan yang bagian akhir sering tu kejadiannya g dapat diduga. Yang biasanya begini, eh ternyata yang lain. Bener ga? (beberapa murid tertawa sambil membenarkan)

R: nah, what about ovj?

S: comedy....

R: yup, anecdote and comedy.

S: ye salah ye...

R: jadi klo anecdote tu lebih ke sindiran. Aand bag yang lucu tu kadang pas seseorang dapat kelaikan.

S: hahaha.... kiwu kowe

R: eh jadi lucu ya liat orang-orang digebukki?

S: ya nggak miss. Kan pake gabus.

R: ooo... gitu.

R: nah kalau urutan ceritanya biasanya bagaimana? How's the typical plot or structure?

S: klo spoof yang pertama orientation, kemudian events and twist.

R: very well. The general structure of spoof are orientation, events and then twist, the unpredictable event. How about the others?

S: ya gak tahu lah miss.

R: klo OVJ itu biasanya urutan ceritanya gimana?

S: ya beda-deda

S: tergantung ceritanya, tapi dari awal udah lucu

R: nah tu tahu. Jadi klo anecdote ato komedi tu dari awal dah lucu. Gmn?

S: yaa

R: now please fill the table with what we have discussed.

Beberapa murid mengisi table yang ada di lembar kerja mereka namun sebagian lagi masih ngobrol sendiri. Kemudian peneliti menampilkan slide show yang bertuliskan judul text spoof yang akan dibahas hari ini : Penguin in the Park dan meminta seluruh murid untuk memprediksi isi cerita. Para murid sangat antusias menebak isi cerita. Peneliti kemudian menulis beberapa hasil prediksi murid-murid. Setelah itu, seluruh murid diminta melakukan brainstorming mengenai content word yang mungkin muncul dalam text sesuai dengan prediksi mereka.

R: ok everyone. Now look at this (point the screen). The text we are going to discuss now is... the title is "penguin in the park". What can you predict about the story?

S: penguin di jalan dekat taman.

R: penguin? In the road near a park? How can? (she write the s' predictions on board)

S: penguinnya lepas dari kebun binatang

S: penguinnya terbang.

R: flying? Can it fly?

S: klo yang di tv sore sore itu bisa.

R: oh, penguin of madagascar. I see.

S: ya kan. Hahaha.....

R: ok ok ok. What else?

S: penguinnya ditemuin orang di taman.

...

R: is that all? (no reply from students). Ok then. Now, kira-kira, untuk yang critain penguin in the zoo, what words may appear on the text? Kata-kata apa saja yang mungkin muncul?

S: penguin, zoo, in, the, on, of, ...

R: eh, yang content words aja. Yang noun, verbs aja.
 S; ya... picnic, tiger,
 S: monkey
 S: man
 R: udah? How about the flying penguin? What are the words?
 S; penguin, fly, parachute,
 S: plane,
 S: bird,
 S: tree, hit, fall,
 ...
 R: what about penguin lost in the park?
 S: penguin, park,
 S: road,
 S: man, police,
 S: car,
 ...

Setelah melakukan brainstorming, peneliti menjelaskan cara membaca menggunakan critical reading strategy dan meminta murid untuk membaca text 'penguin in the park' dengan menggunakan strategy tersebut. Namun hampir sebagian besar murid menolak untuk tidak menggunakan kamus selagi membaca. Mereka beranggapan tidak akan bisa memahami text karena tidak tahu artinya. Peneliti kemudian menjelaskan jika mereka menemukan kata-kata sulit, mereka diharapkan menandai dan jika perlu menebak makna katanya dahulu, dan jika sudah selesai membaca, mereka baru kemudian diperbolehkan membuka kamus.

R: ok. Now, please read the text carefully. But, before you read, look at this fist. Kalian harus mematuhi ini. Tidak boleh liat kamus. Klo ada kata kata yang gak tahu artiny ditebak aja artinay and ditulis di kolom sebelah text. Kalian tandai.
 S: waa... ya tidak bisa miss. G tahu artinya.
 S: iya miss. Ntar malah g dong lho
 R: dicoba dulu. Klo nemu kata sulit, ditandai. Klo perlu ditebak artinya. ..
 S: g mau miss...
 R: kan belum dicoba. Ntar klo udah selesai baca, baaru boleh liat kamus, atau Tanya teman. Atau Tanya ke miss juga boleh deh..

Pada saat proses membaca, kebanyakan murid tidak mematuhi peraturan. Mereka tetap membuka kamus selagi membaca. Bahkan ada beberapa yang malah tidak membaca dan mengobrol dengan teman sebangku. Peneliti dan guru bahasa

Inggris bersama-sama mengingatkan murid untuk menyelesaikan membaca dan mengingatkan untuk tidak membuka kamus dahulu.

P: bacanya tanpa liat kamus susah ya?

S: ya gak bisa mbak. Klo gak liat kamus ya mana paham ma isi text-nya?

P: kan Cuma sementara. Selama baca, klo ada kata-kata yang sulit ditebak aja dulu artinya. Nrat klo sudah selesai, baru di cek ke kamus.

S: lha semuanya sulit je mbak. Kalau nebak-nebak pasti salah.

P; dicoba dulu.

Setelah murid selesai membaca dua kali, murid dan peneliti mendiskusikan teks spoof tersebut berdasarkan pertanyaan-pertanyaan yang ada dalam worksheet.

Field note 5

Tanggal : March 2, 2011

Jam :

Tempat : Ruang Kelas

Agenda : Meeting 2 – Cycle 1

Peneliti memulai kelas dengan berdoa dan menanyakan kabar murid. Kemudian peneliti memperkenalkan apa yang akan mereka pelajari, narrative text. Karena murid-murid sudah pernah mempelajari teks narrative sebelumnya, seperti yang sudah dipesan oleh guru Bahasa Inggris, pelajaran akan lebih banyak me-review dan praktik.

R: kemarin kalian telah belajar narrative text kan?

Ss: yes (chorus)

R: what is narrative text then?

S: story... cerita

S: ada orientation, complication, and reorientation

R: ok good. It is a story. It has orientation, complication, resolution, and reorientation. Well done. Can you give me the examples please?

S: legend

S: fable

S: ya pokoknya cerita mbak

R: huh? Is that all?

S: klo novel and cerpen gimana mbak?

R: ok friends, how about novel and short story, are they narrative?

S: iya miss. ...

Peneliti kemudian memberitahu murid bahwa mereka akan membaca sebuah teks mengenai misteri yang harus dipecahkan oleh seorang detective. Dan tugas para murid adalah ikut membantu memecahkan misteri yang diceritakan

dalam teks. Untuk itu, peneliti membagi kelas menjadi beberapa kelompok yang nama kelompoknya menggunakan nama detective yang mereka ketahui. Seluruh anggota kelas sangat antusias dalam membuat kelompok dan mencari nama kelompoknya.

Setelah kelompok terbentuk, peneliti membagi lembar kerja siswa yang berisi teks cerita. Bersama-sama, peneliti dan murid-murid melakukan brainstorming kata yang mungkin muncul dan tiap kelompok kemudian diminta memprediksi isi cerita.

.....

S: Police

S: detective

S: death

S: detective conan

R: kok detective conan? Itu kan klo film kartun. Ayo yang lainnya apa?

S: itu miss, korban

R: korban? Hayo, bahas inggris nya korban apa?

S: gak tahu miss

R: cek kamus dong

S: victim miss

....

S: pembunuhan dalam badai miss.

R: pembunuhan dalam badai? Good, ada ide yang lainnya?

S: badai yang membunuh (beberapa murid tertawa)

S: woo... koyo sinetron wae

S: pas lagi badai ada yang mati miss

R: good. Kenapa mati?

S: yo kan dibunuh to miss

....

Setelah melakukan brainstorming dan predicting, peneliti meminta murid untuk membaca teks dan memecahkan misterinya serta menjelaskan kembali strategy yang harus mereka gunakan (memberi tanda pada bagian-bagian tertentu, tidak melihat kamus atau bertanya selama membaca dan *take note*). Namun, pada prakteknya, sebagian besar murid masih melihat kamus ataupun bertanya kepada temannya mengenai makna kata yang tidak dimengerti. Banyak murid juga menolak membuat catatan (*taking note*) dan lebih memilih membuat annotation (*corat-core*t).

S: gak mau mbak kalau *taking note*. Yang menggarisbawahi sama ngasih kotak aja. Lebih cepet.

S: iya mbak. Yang nyorat-nyoret aja. Hemat kertas. Bisa melindungi hutan juga.

P: lho kan udah disediakan tempatnya.

S: ya pokoknya yang corat coret aj. Ya?

P: hmm... terserah kalian saja deh. Mau dua-duanya juga gak pa-pa.

Setelah murid selesai membaca, dengan diberi durasi waktu tertentu, peneliti mempersilahkan mereka untuk berdiskusi dalam kelompok untuk menemukan fakta yang bisa membantu mereka memecahkan misteri. Kemudian, peneliti meminta tiap kelompok untuk mempresentasikan hasil diskusi mereka mengenai pemecahan kasus. Dengan sangat antusias, para murid memperhatikan hasil presentasi dan bahkan ikut menyanggah pendapat mereka. Namun, tidak ada kelompok yang berhasil menemukan pembunuh dalam misteri itu dengan benar. Akhirnya, dengan bantuan clue peneliti, mereka berhasil memecahkan kasus pembunuhan dalam text tersebut. Sayangnya, karena waktu sudah habis, peneliti dan murid tidak menyelesaikan diskusi dalam Activity 4.

Field note 6

Tanggal : March 9, 2011

Jam :

Tempat : Ruang Kelas

Agenda : Meeting 3 – Cycle 1

Guru dan peneliti memulai kelas dengan berdoa. Setelah menanyakan kabar murid dan me-review materi pelajaran pada pertemuan sebelumnya, peneliti memulai pelajaran.

R: ok class, what did we learn on the last meeting?

S: narrative.

S: cerita detektif

S: narrative about murder

R: right. You read a narrative text about a murder. You did well last week. You were able to catch the murderer, the criminal. So, does any of you interested to be a detective someday? Ada yang mau jadi detective? Kan kalian telah berhasil memecahkan masalah siapa pembunuhnya. Sampai-sampai detective-nya sendiri jadi tersangka. (smiling)

S: wah, gak mau mbak.

S: hahaha... detective yusuf! (murid yang lain tertawa)

R: ok, what we are going to learn today is still narrative text. Nah klo biasanya kan text-text narrative yang ada di buku-buku pelajaran kan tentang fable, legend, etc. nah, yesterday, all of you read a short story yang termasuk jenis text narrative, it was about murder and detective. And now, I have a romance story about you. Romance, kisah cinta.

S: huu....

R; hehe Two of you, could you pass these papers on please?

Setelah tiap murid mendapatkan lembar kerja, beberapa murid mulai mengeluh karena terlalu sering kegiatan membaca. Beberapa dari mereka juga bilang kalau teks nya terlalu panjang. Hal ini menyebabkan beberapa murid menolak untuk berkooperasi dalam pelajaran. Peneliti kemudian memberi motivasi dan sharing pengalaman mengenai pentingnya kemampuan membaca dalam dunia pekerjaan dan perkuliahan. Dan begitu mereka mendengar mengenai pengalaman di perkuliahan, mereka menjadi sedikit lebih termotivasi.

S: ya ga semua pekerjaan sperti itu mbak.

R: emang kalian mau hanya jadi apa gtu, dagang di pasar, pegawai rendahan and something else?

S: (silent)

R: So, gak da yang keberatan ya kita blajar strategy membaca?

S: terserah aj lah mbak.

R: I count it as yes then. Ok? (no responds from students) ok then. Now I want you to work in pair...

S: gak mau

R: ok lah. Group in four.

S: gak mau mbak. 1 kelas 1 kelompk.

R: gak mau ah. Ntar yang cowok pada g bantu kalian. Ndak pada rame sendiri. Mmm gini aj, boys versus girls. Jadi ad dua kelompok, cowok and cewek. You will work in group to do and discuss the task on your worksheet. Can we start now?

S: yaa...

R: thank you. The text you are going to read is titled "it never gets you anywhere.

Peneliti kemudian menjelaskan kembali strategy membaca yang harus mereka gunakan. Namun hanya separuh saja yang menggunakan strategy tersebut, kecuali strategy membuat diagram mengenai alur cerita ketika membaca yang memang dimasukkan dalam Activity 2. Peneliti bersama murid-murid kemudian mendiskusikan diagram yang mereka buat dan analisis teksnya. Sayangnya, karena waktu sudah habis, para murid belum sempat menyelesaikan summary ataupun dialognya sehingga harus dilanjutkan di rumah.

Setelah pelajaran usai, peneliti kemudian berbincang-bincang dengan guru Bahasa Inggris.

T: yah, begitulah mbak anak-anak. Yang sabar saja.

R: oh iya, bapak. Saya sudah terbiasa dengan yg seperti tadi kok.

T: ya besok anak-anak diberi pengertian lagi saja mengenai penelitian ini. Tadi saya liat anak-anak banyak yang mendengarkan pas mbak rafi cerita tentang

kuliah. Klo saya perhatikan, sepertinya anak-anak memang banyak yang ingin melanjutkan kuliah. Atau besok mbak rafi bilang saja ke anak-anak klo hasil pekerjaan mereka akan dinilai dosen-dosen UNY biar mereka termotivasi untuk belajar juga.

R: lhah bohong dong pak.

T: ya tidak sepenuhnya bohong dong. Toh nanti dosen pembimbingnya mba rafi akan liat juga kan?

R: iya juga sih Pak. Nanti saya pertimbangkan Pak. Oh ya pak, untuk cycle 1 ini menurut pengamatan bapak bagaimana? Apakah ada peningkatan dari segi pemahaman siswa?

T: klo dari segi pemahaman, menurut saya kok belum kelihatan ya. Tapi kalau dari segi partisipasi kegiatan dalam kelas, meningkat jauh menurut saya, terutama saat brainstorming dan predicting. Saya lihat, anak-anak sangat antusias di kegiatan itu. Cuma hari ini saja rada menurun. Mungkin karena bosan atau klo saya lihat itu, teksnya kok panjang-panjang ya, bisa dua halaman. Kepanjangan itu mbak menurut saya.

R: eh, kepanjangan ya bapak? Padahal textnya hanya sekitar 600 kata Pak. Satu setengah halaman lah Pak. Tapi mungkin karena saya sisipin kotak-kotak untuk take a note jadi kelihatan panjang.

T: besok tampilannya dibuat sedemikian rupa saja biar tidak kelihatan terlalu banyak dan anak-anak tidak merasa capek juga bacanya.

R: oh iya Pak. Nanti saya usahakan.

T: berarti ini nanti masih ada 1 cycle lagi ya mbak?

R: iy pak. Rencana saya 2 cycle saja, masing masing 3 meeting.

T: berarti masih ada 3 meeting lagi ya? Klo meeting selanjutnya 2 minggu lagi bagaimana mbak? Soalnya minggu depan sekolah sudah menjadwalkan mid-term test sampai Selasa lusa dan nanti ada waktu 3 hari untuk remidi jika ada yang remidi. Jadi KBM akan aktif 2 minggu lagi.

R: siap bapak.

.....

Field note 7

Tanggal : March 23, 2011

Jam :

Tempat : Ruang Kelas

Agenda : Meeting 4 – Cycle 2

Peneliti menyapa murid dan kemudian menjelaskan secara garis besar pentingnya kemampuan membaca dan penelitian yang sedang dilaksanakan. Peneliti juga menjelaskan kegiatan-kegiatan yang akan dilakukan.

R: teman-teman, ada yang akhir-akhir ini melihat atau membaca berita?

S: wah, ra tau ndelokk tv mbak.

S: haha....kuno. mbok kyo ak ki gelo, moco Koran merapi.

Ss: huu.....

R: ok ok ok. Bagi yang selalu update berita, ada yang tahu, ada kejadian besar apa yang terjadi recently?

S: gempa jepang miss

R: good. Earthquake in Japan. Now, we're going to watch a video related to that disaster and please watch it carefully. And then make a prediction, the topic of our class today.

Ditampilkan video mengenai 'Nuclear blast in Japan', para murid kemudian memperhatikan video dengan tenang. Ketika video diputer, para siswa memperhatikan video tersebut. Beberapa siswa yang duduk dibelakang bahkan pindah ke depan supaya bisa melihat dengan lebih jelas. Mereka juga meminta videonya diputar lagi. Setelah dua kali diputar, mereka kemudian menebak topic teks yang akan dibaca.

R: so, what's your prediction about the topic?

S: gempa di jepang yang menyebabkan ledakan nuklir.

R: no no no. in English please.

S: basa inggrisnya gempa tu apa mbak?

R: lha tadi apa? Miss udah nyebutin lho.

S: earthquake miss?

R: yup earthquake. So, tentang earthquake kah topic-nya?

S: earthquake in japan.

S: nuclear.

S: nuclear bomb.

R: nuclear bomb? Are you sure?

S: ndak si miss.

R: ok. Let's see, the thext we're going to read today is ... ta daa... 'Nuclear Power Plant'.

S: tanaman kekuatan nuklir?

S: ahahahah

R: ya tidak lah. 'Nuclear Power Plant', pembangkit listrik tenaga nuklir. Nah, now in group of four please make a list of questions that might be answered from the text.

Dalam kelompok, para murid kemudian berdiskusi pertanyaan-pertanyaan apa yang mungkin bisa dijawab dari teks yang kan dibaca. Perwakilan dari tiap kelompok kemudian diminta menulis daftar pertanyaan mereka di papan tulis.

Sebelum, murd membaca teks, peneliti kembali mengingatkan unutm tidak langsung melihat kamus jika menemukan kata-kata yang sulit, melainkan

menebaknya dahulu dan memberi tanda ataupun komentar pada bagian-bagian yang dirasa penting. Para murid kemudian membaca teks dalam hati, namun beberapa diantaranya read aloud dengan suara pelan dan yang lain masih berbincang sendiri dan membuka kamus ataupun bertanya pada temannya, walaupun sudah tidak sebanyak seperti pada pertemuan sebelumnya.

Setelah sesi membaca usai, peneliti bersama murid kemudian mendiskusikan pertanyaan-pertanyaan yang telah mereka buat. Hampir dari semua pertanyaan yang dibuat, jawabannya tidak ditemukan di teks karena berbeda topik dan main idea. Sedangkan sisanya berupa pertanyaan mengenai komposisi teks (ide pokok paragraph tertentu). Sembari mendiskusikan pertanyaan-pertanyaan yang ada di Activity 4, peneliti menjelaskan mengenai teks hortatory exposition dan passive voice. dan menanggapi pertanyaan keempat di Activity 4, siswa aktif dalam diskusi kelas tentang nuclear power. Tidak hanya mendiskusikan isi teks, mereka juga mengutarakan pendapat mereka tentang isu-isu tenaga nuklir saat ini terutama memberikan pendapat perlu tidaknya Indonesia mempunyai pembangkit listrik tenaga nuklir. Hanya saja, mereka menggunakan bahasa Inggris pada awalnya saja. Di pertengahan sampai akhir diskusi, mereka menolak menggunakan bahasa Inggris lagi. Dan karena keterbatasan waktu, diskusi kemudian diakhiri dengan kesimpulan bahwa Indonesia sebaiknya menggunakan seluruh sumber daya alam yang ada (air, ombak, angin) untuk pembangkit listrik dan sebisa mungkin menghindari penggunaan nuklir.

Field note 8

Tanggal : March 23, 2011
 Jam :
 Tempat : Ruang Kelas
 Agenda : Meeting 5 – Cycle 2

Peneliti menyapa para murid dan membuka pelajaran dengan berdoa. Sambil menunggu beberapa murid yang datang terlambat, peneliti memberi motivasi kepada para murid. Setelah semua murid masuk kelas, peneliti mengulang kembali pelajaran yang lalu.

R: anybody remember, what did we learn in the previous meeting?

S: nuclear miss.

S: ninja hatori exposition. (murid lain tertawa)

R: huh? Ninja hatori?

S: maksudnya hortatory exposition miss.

R: ow ... apa sih hortatory exposition?

S: opini opini miss

R: ok. Good. Other idea, please?

S: kalimat passive miss

....

Peneliti kemudian menjelaskan kembali mengenai hortatory exposition dan passive voice. dan secara khusus ia juga menjelaskan mengenai connector words yang biasa digunakan dalam hortatory exposition text. Ia kemudian juga menjelaskan kegiatan apa yang akan mereka lakukan hari ini serta membagi kelompok dengan 6 anggota. Setiap kelompok nanti akan mendapatkan satu paket teks yang berisi potongan-potongan paragraph yang harus disusun. Namun, sebelum mereka menyusun paragraphnya, sebagai engagement, peneliti mempertunjukkan sebuah video singkat mengenai graduation dan meminta mereka mengutarakan rencana mereka selepas lulus SMA.

R: from this video, how many people are going to college/university? And how many are not?

S: puter lagi miss?

S: gak ngitung tadi miss.

R: ok. I'll replay it, and please watch carefully.

.... (video diputar lagi)

R: so?

S: 50-50 miss

R: fifty-fifty? Gak diitung lagi to? (murid tertawa) how bout you guys? How many of you are interested to go to university? (sebagian besar murid mengangkat tangan)

R: good. But why? Mengapa kalian ingin kuliah dan mengapa kalian tidak ingin kuliah?

S: lho kan SMA miss. Jadi setelah lulus harus kuliah dong.

R: yo gak harus. Teman miss lulusan SMK dan ia kuliah tapi ada juga temen miss lulus SMA tapi langsung kerja.

S: tapi kan lulusan SMA diharapkan untuk meneruskan kuliah.

S: lha nek ra duwe duit piye? Kyo bapak ne duwe bank wae.

S: wis kerjo wae po ngrampok.

R: oh no. don't. ayo berpikir positif. Klo Cuma masalah biaya nanti pasti ada jalan lah. Miss dulu juga g nyangka bakalan bisa kuliah soalnya orang tua miss ga punya banyak uang. Ditambah lagi pas ada gempa waktu itu. But, this is it, I'm here. ...

Peneliti kemudian sharing pengalaman mengenai bagaimana ia bisa meneruskan pendidikan di perguruan tinggi sambil membagikan paket text. Peneliti menjelaskan cara permainan dan menjelaskan bahwa setiap task, akan mendapatkan point. Para siswa sangat antusias ketika diberi tahu bahwa semua yang mereka lakukan akan mendapatkan credit point dan yang terbanyak akan mendapat hadiah. Bahkan mereka menawar jenis hadiah yang akan diberikan.

Setiap anggota kelompok memegang satu potong paragraph. Secara bergantian, setiap anggota kelompok harus membaca keras paragraph tersebut (dengan pertimbangan di pertemuan sebelumnya dimana beberapa murid masih 'suka' read aloud) dihadapan anggotanya sementara yang lain menyimak dan memberi tanggapan, baik mengenai kata-kata yang tidak dimengerti maupun komentar langsung tentang isi. Anggota kelompok yang membaca, kemudian harus memberi tanda dan mencatat komentarnya pada lembar paragraph yang dibaca. Setelah semua paragraph selesai dibaca, bersama anggota kelompoknya, para murid kemudian menentukan paragraph mana yang merupakan bagian argument, thesis dan recommendation serta menyusunnya menjadi sebuah text yang utuh di papan yang sudah disediakan. Setelah paragraph selesai disusun, kelompok harus membaca ulang seluruh text dan mendiskusikan serta mengisi kalimat pasif yang rumpang yang berada dalam text. kelompok yang berhasil menyelesaikan tugas pertama kali dengan sempurna adalah pemenangnya. Dan dikarenakan ada dua text yang berbeda, maka akan ada 2 pemenang.

Seluruh murid antusias mengerjakan tugas tersebut. Cara membaca read aloud dan komentar langsung setelahnya membuat hampir seluruh murid merasa tidak ada gangguan selama membaca, sehingga mereka tidak segera membuka kamus maupun bertanya, melainkan mencoba menebak. Dengan dibantu guru bahasa Inggris, peneliti memberi guidance kepada setiap anggota kelompok. Murid-murid juga sangat antusias untuk segera memperbaiki susunan paragraph mereka ketika diberitahu susunan paragraph mereka salah.

Namun, karena waktu yang sangat terbatas, pada akhirnya tidak ada kelompok yang berhasil menyelesaikan tugas pada waktu yang ditentukan. Seluruh kelompok mengumpulkannya pada saat bel berbunyi sehingga peneliti harus segera menutup pelajaran. Kelompok pemenang akan ditentukan berdasarkan 'kesempurnaan' text.

Field note 9

Tanggal : March 23, 2011
 Jam :
 Tempat : Ruang Kelas
 Agenda : Meeting 6 – Cycle 2

Peneliti membuka pelajaran dengan berdoa dan kemudian menyapa murid. Sambil bercanda dengan mereka, peneliti memberi evaluasi terhadap hasil kerja kelompok dan mengumumkan kelompok pemenang. Murid-murid menjadi lebih bersemangat setelah mendapatkan hadiahnya. Dan sebelum peneliti memulai pelajaran, ia mengulang materi yang disampaikan pada pertemuan sebelumnya.

R: ok, enough for the fun. Let's go to our material today. But sebelumnya, what did we learn on our last meeting?

S: exposition. Game. After graduation.

S: hortatory. Yang ada thesis, arguments dan recommendations.

R: hortatory exposition. Good. What does its purpose?

S: untuk memberi rekomendasi.

R: untuk memberi rekomendasi?

S: untuk mengajak. Untuk persuade.

R: excellent. To persuade the reader to do what he/she recommend. Good. Kita kemarin juga telah belajar tentang passive voice. Masih ingat kan?

S: to be plus verb 3. The banana 'was eaten' by the monkey.

R: good. Now, we're still deal with hortatory exposition, but with different theme.

Look at this slide. (Murid tertarik memperhatikan slide yang ditampilkan karena ada nama kelas mereka tertulis dalam slide, bahkan beberapa pindah tempat duduk yang lebih depan) I have some words: friends, internet, chatting, social network, status, and wall. Can you predict our theme today from these words?

S: friendster.

S: my space

S: twitter

S: facebook

S: mbak facebook nya apa mbak? Hehe...

R: rahasia dong. Ndak ntar kamu spam. (murid menyoraki) guess the more specific please?

S: face book.

R: nice answer. Nah, I have some headlines from some online newspapers on my slides. Your job now is to examine the headlines to predict what the text will going to tell you about. Jadi ntar isinya kira-kira ngomongin apa ya? ... Are you ready? Here the headlines. (peneliti dan murid kemudian meperhatikan slide dan mendiskusikan kata-kata yang dirasa sulit).

R: so guys, what's your prediction? Teksnya ntar tentang apa kira-kira?

S: criminal on facebook.

S: kerugian-kerugian facebook.

S: bad thing of FB. keburukan atau akibat-akibat facebook.

R: criminals, the disadvantages, and the bad. Any other idea? No? ok kita liat sekarang, mana yang tebakannya benar. (Peneliti membagikan lembar kerja) Sebelum baca, kalian sudah tahu face book kan? Ada yang belum tahu atau belum pernah dengar?

S: kuno miss klo gak tahu.

R: are you sure? apa yang kalian ketahui tentang facebook? What have you already know about facebook? Selain sebagai social network lho. (students look

get difficulties and silent, looks like they're not really know much about it). Write it in at least three sentences.

S: skarang miss,? Disini (worksheet)?

R: yup di lembar latihan. In three minutes please.

S: yaaahh.....

R: nah, kalian kan ntar akan baca teks tentang facebook. Kira- kira apa sih yang pingin kalian ketahui tentang facebook? Write three questions about what you want to know about facebook that the answers might be found in the text.

Pertanyaannya lebih dari tiga juga boleh.

S: klo berapa jumlah yang mengakses tiap hari boleh?

R: mmm... up to you. Well, tiap menitnya berapa ya?

S: mbak, facebook itu sudah berdiri sejak kapan?

R: hah? Ya tidak pernah bisa berdiri dong. Kan ga punya kaki. Hehe..

S: hahaha....lucu lucu lucu...

R: udah nulis pertanyaannya? (s: udah) nah, kolom yang ketiga, 'what I learn', ngisinya klo udah baca. Okay? Dan sebelumnya, boleh beberapa diantar kalian menuliskan pertanyaan kalian on the whiteboard? (2 orang siswa mengajukan diri untk menulis di papan tulis)

R: okay, good. And biar nambah semangat, you will read the passage aloud in turn. Before you're read, please, pay attention on these questions (on slides). Just try to find the answer and underline the part you think important. This passage will be an example for your writing later. Ok?

Secara bergantian, murid membaca nyaring text mengenai 'facebook' dan kemudian bersama-sama peneliti mendiskusikan main idea paragraph yang sudah dibaca, references, fakta dan opini yang ada serta menebak kata-kata yang sulit. Seluruh siswa ikut aktif dalam reading aloud. Walaupun beberapa siswa lki-laki mengelak ketika ditunjuk untk membaca nyaring, namun pada akhirnya mereka membacanya setelah didesak teman-temannya. Beberapa siswa diam-diam ada yang ikut menitukan reading aloud dan bahkan ada yang mencoba membenarkan beberapa pronunciation walaupun kurang tepat. Seluruh murid memperhatikan temannya yang sedang membaca dan juga berpartisipasi dalam diskusi.

R: ok guys, adakah pertanyaan yang kalian buat tadi dapat terjawab?

S: Cuma satu miss.

S: sebagian.

R: kenapa Cuma sebagian? Emang pertanyaannya apa?

S: teksnya ternyata gini. Pertanyaanku terlalu detail. Jadi g kejawab.

S: sok,,, sok,,, (a student mock her)

R: no no no.... it's ok, it's ok. So, kira-kira, kenapa bisa pertanyaan yang kalian buat tidak terjawab?

S: lha ak kira textnya gak kayak gini textnya miss.

S: kan kita gak tahu siapa yang nulis, jadi yo gak tahu miss.

R: hmm...klo kalian tahu siapa yang nulis berarti nanti kalian bisa nebak isi textnya, begitu kah?

S: yo iya.sapa dulu (murid yang lain tertawa dan menyoraki)

S: ya tergantung miss, kita kenal gak ma orang itu. Klo yang nulis si paijo (nama 'keakraban' salah satu murid) sih dijamin isinya cm yes no yes no. hahaha

R: jadi kesimpulannya? (murid-murid diam) Jenis teks dan siapa penulisnya bisa mempengaruhi isi teks. Dan dari situ kita bisa menebak isi teks. jadi lebih terbantu gitu dalam memahami isinya.

S: lha klo gak kenal ma penulisnya mbak?

R: yo nek kuwi nasibmu. (murid-murid tertawa) hehe hanya bercanda. Walaupun kita gak tahu dan gak kenal dengan penulisnya, kan klo di artikel-artikel yang di Koran itu kan disebutkan si penulis pekerjaannya apa, entah mahasiswa, dosen, pedagang, wartawan, dll. Benarkan? Nah, biasanya isinya gak jauh jauh dari sudut pandang profesi mereka. Betul gak?

S: gak pernah baca Koran mbak.

S: mung sungguh sungguh tergaji 'tok.

S: hahaha....paling mung Koran merapi je.

R: ok ok. Kembali ke laptop. All of you did well. Jadi apa yang bisa kita pelajari dari teks ini?

S: bahwa facebook itu punya kekurangan. Jadi bisa merugikan.

R: really?

S: klo aku sih gak setuju. Soalnya kita kan juga dapat manfaat darinya. Jadi ya kita bijaksana saja. Ambil yang baik dan kurangi yang jelek- jelek. Pintar-pintar diri aja.

Ss: yeah....huuu....

S: yo ben to.

R: you said it well. Good. Nah everyone, who do agree with this article?

(beberapa murid angkat tangan) Who don't? (lebih banyak murid yang angkat tangan) wah, sepertinya kalian bukan penggemar berat facebook.

S: my space aj mbak.

S: twitter.

S: tapi facebook gak buruk kok..

R: ok ok, you're all having your own opinion. Now, tell me please, what are the positive points of facebook?

S: bisa nambah teman.

R: gives a lot of friends. The other in English please (sambil menulisnya dalam table yang ada di papan tulis)

S: sharing opinion. Update status.

S: buat advertise bisnis.

S: jalinan tali kasih, menemukan saudara yang hilang,

R: hah? Okay. To share opinion, advertise some business, find lost relatives. Good job. How about the negatives?

S: addictive

S: cancer, kantong kering (murid tertawa)

S: penipuan miss. Lying ya?

R: mmm deception sepertinya. Nanti miss check kamus dulu.

Peneliti kemudian meminta murid menulis sebuah hortatory exposition dalam 3 paragraph berdasarkan opini mereka pribadi mengenai facebook dan boleh menggunakan beberapa keyword yang sudah dibahas tadi. Murid juga boleh mencari sumber informasi lain melalui internet (hotspot). Namun sebelumnya, peneliti kembali menjelaskan lagi secara singkat mengenai susunan text hortatory exposition dan connector word yang biasa digunakan. Para murid kemudian menulis paragraph mereka sendiri sementara guru dan peneliti memberi guidance sampai pelajaran berakhir.

PHOTOGRAPHS



Students worked in group



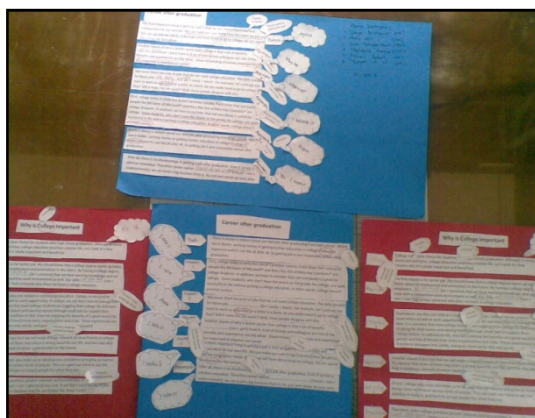
Students paid attention to the teacher (researcher)



Students paid attention to the video of graduation.



Students discussed the material.



Students' works in Meeting 5.



In group, students read aloud the text while the other member listened to carefully and marked the text.

LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/35-00
31 Juli 2008

Nomor : 1936/H.34.12/PP/XII/2010
Lampiran : --
Hal : **Permohonan Izin Penelitian**

28 Desember 2010

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

c.q. Kepala Biro Administrasi Pembangunan

Sekretariat Daerah Propinsi DIY

Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Implementing Critical Reading Tasks to Improve Text Understanding of Grade XI of SMA N 3 Bantul

Mahasiswa dimaksud adalah :

Nama : RAFIDAH OTHMAN MUNAWAROH

NIM : 06202241064

Jurusan/ Program Studi : Pendidika Bahasa Inggris

Lokasi Penelitian : SMA N 3 Bantul

Waktu Penelitian : Bulan Januari s.d. Maret 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

[Signature]
Drs Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website <http://www.bappeda.bantulkab.go.id>
E-mail : bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 /38

Membaca Surat : Dari : Pemerintah Prop DIY Nomor : 070/078/V/2010
Tanggal : 06 Januari 2011 Perihal : **Ijin Penelitian**

Mengingat : 1 Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2 Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3 Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009, tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Diizinkan kepada

Nama : **RAFIDAH OTHMAN MUNAWAROH**

No.Nim : 06201141064 Mhs. UNY YK

Judul : IMPLEMENTING CRITICAL READING TASKS TO IMPROVE STUDENTS' TEXT UNDERSTANDING OF GRADE XI OF SMA N 3 BANTUL

Lokasi : SMA Negeri 3 Bantul

Waktu : Mulai Tanggal : 06 Januari 2011 s/d 06 April 2011

Dengan ketentuan :

1. Terlebih dahulu menemui/melapor kepada pejabat Pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya ;
 2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat;
 3. Wajib memberikan laporan hasil penelitian kepada Gubernur Daerah Istimewa Yogyakarta (c/q Badan Perencanaan Pembangunan Daerah Istimewa Yogyakarta) dengan tembusan disampaikan kepada Bupati lewat Bappeda setempat;
 4. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan Pemerintah dan hanya diperlukan untuk keperluan kuliah
 5. Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan ;
 6. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah;
- Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan;

Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : Bantul
Pada Tanggal : **10 Januari 2011**

Tembusan dikirim kepada Yth.:

1. Bupati Bantul
2. Ka. Kantor Kesbangpollinmas Kab. Bantul
3. Ka. Dinas Dikmenof Kab. Bantul
4. Ka. SMA negeri 3 Bantul
5. Yang bersangkutan
6. Peringgal

A.n Bupati Bantul
Kepala Bappeda Kabupaten Bantul
Sekretaris

Ir. PULUNG HARYADI, MSc
NIP. 19640819.199003.1.010





PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/078/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 1936/H34.12/PP/XI/2010.

Tanggal Surat : 28 DESEMBER 2010.

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : RAFIDAH OTHMAN MUNAWAROH.

NIP/NIM : 06202241064.

Alamat : Karangmalang, Yogyakarta.

Judul : IMPLEMENTING CRITICAL READING TASKS TO IMPROVE TEXT UNDERSTANDING OF GRADE XI OF SMA N 3 BANTUL.

Lokasi : Kabupaten Bantul.

Waktu : 3 (Tiga) Bulan

Mulai tanggal : 06 Januari s/d 06 April 2011

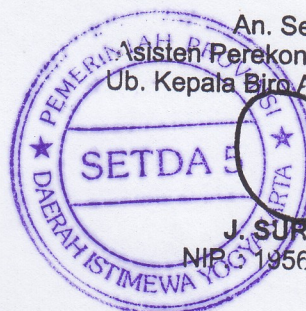
Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 06 Januari 2011

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan



J. SURAT DAUMADAL
NIP. 19560403 193209 1 001

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda.
3. Dinas Pendidikan Pemuda dan Olahraga Prov DIY.
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan